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ABSTRACT

The St. Louis, Missouri, magnet schools program supported eight grade schools and two high schools. Programs in law and consumer education and ethnic heritage were also undertaken. Staff development and community involvement projects were initiated. Outcomes common to all components and outcomes of specific programs were assessed. Program evaluation focused on basic skills achievement, social relations (reduction of racial isolation), organizational climate, and outcomes related to parent attitudes, staff satisfaction, and student involvement. Elementary magnet school students were shown to achieve at the same level as students in regular programs, except for third and fourth graders who achieved at a lower level. Achievement of secondary level magnet program students was generally not consistently above or below that of students in control high schools. Differences were found in comparisons among magnet schools. The trend of data collected on social relations was positive. No conclusive evidence on the effectiveness of reaching instructional goals for the ethnic heritage or law and consumer education programs was available. Workshops for staff development were perceived by teachers as effective and improving. The community involvement project was shown to have increased interaction among the Emergency School Aid Act Advisory Committee, business, civic and educational communities, parents, and the Board of Education. (MK)

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ED185196

EVALUATION REPORT
ST. LOUIS MAGNET/PILOT PROGRAMS
EMERGENCY SCHOOL ASSISTANCE ACT
TITLE VII
1976-1977

St. Louis Public Schools

This Evaluation Report was compiled by the Emergency School Assistance Act (ESAA) Unit of the Division of Evaluation, St. Louis Public Schools:

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UD 020 461

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We wish to acknowledge the contributions, cooperation, and patience of all those persons who provided valuable information by completing our questionnaires, especially the students and parents.

We believe that the sincere dedication of the ESAA Advisory Committee to the concept of excellence in education motivated us to provide as best we could useful information relevant to their development of the concept as embodied in the magnet schools.

The value of any professional endeavor is dependent upon the diligence of each member of the team; therefore we say thanks to Anna Trapasso for all of her secretarial assistance in producing this final document.

To our Director Stephen Daeschner we hope that his commitment to professional communication of ideas and knowledge through the evaluation process has in some way been reflected in this report.

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INTRODUCTION

1976-1977

In September 1976, the St. Louis Public Schools launched year one of a Magnet/Pilot School Program funded under the federal Emergency School Aid Act. The programs were developed in response to four major areas of need identified in the St. Louis school system and the city community. These major problem areas included: (1) minority group isolation flowing from the patterns of housing in the City of St. Louis, (2) inadequate community support and the resultant insufficient funding of the schools leading to a limited range of learning options for many students, (3) low motivation to learn on the part of many students, and (4) student achievement not commensurate with ability.

To meet these needs, the Magnet/Pilot Program was developed with its major objectives being to reduce minority isolation while providing students with quality education. The Magnet Schools offered a broad variety of specialized programs designed to meet the educational needs and interests of students ranging from grades 1 through 12. School curricula were enhanced by two supplementary instructional projects -- law and consumer education, and ethnic heritage -- which were available in all magnet schools. Accordingly, the motivation for cross-racial attendance was to be the appeal of quality educational programs spanning a range of interesting options. Where it was not possible to develop integrated educational programs, Pilot

Programs were introduced with the objective of building excellent programs in areas of high minority concentration.

Contained in all components of the program was an explicit commitment to extensive parent and community involvement in the development and implementation of the program.

The complete evaluation report contains an assessment of the degree to which the Magnet/Pilot Program was successful in meeting its objectives during its first year of implementation. Section I contains an abbreviated description of the Magnet/Pilot program and its components. Also presented in Section I is a generalized layout of the evaluation design employed and the various measures utilized in its implementation. In Section II, program-level evaluation data are reported for the magnet and pilot programs. Special program evaluation data and a study of attendance of students in the Magnet/Pilot programs are contained in Section III. Also, included in Section III is a summary of Magnet/Pilot enrollment for the 1976-1977 school year. The concluding section provides an assessment summary of the program together with recommendations.

SECTION I

PROGRAM DESCRIPTION

AND

EVALUATION DESIGN

PROGRAM DESCRIPTION AND EVALUATION DESIGN

PROGRAM DESCRIPTION

The 1976-77 Magnet/Pilot Program was composed of three major subdivisions: Magnet Schools, Pilot Programs, and supportive special programs. The magnet schools offered special emphasis programming in integrated educational settings, whereas the pilot programs were aimed at developing quality educational programs in areas of high minority concentration. The supportive projects consisted of supplementary instructional programs as well as staff development and community involvement elements.

MAGNET SCHOOLS:

Ten magnet schools, including eight grade schools and two high schools, span nine different programs of special emphasis. A brief description of the educational options offered at each school follows.

Elementary Schools

(1) Academies of Basic Instruction (ABI #1 and #2&3)

Two academies served grades 1 through 8. One academy (ABI #1) housed grades 1 through 8; the second academy (ABI #2&3) was housed in two separate buildings but supervised by one set of school administrators with grades 1 - 4 in one facility (ABI #2) and grades 5 - 8 in the other (ABI #3). The academies emphasized structure, organization, and discipline in teaching, learning and behavior. A strong instructional program in the basic skills (reading, language, mathematics and science) was offered utilizing traditional, class-centered teaching methods. Student behavior was precribed by highly structured codes of dress and conduct developed by teachers and parents; teachers were expected to maintain discipline within the code's guidelines.

(2) Action Learning and Career Education Center (ALCEC)

The Center provided an educational program for teaching the basic skills in an instructional setting which utilized a variety of experiential and action learning activities. The traditional subjects were taught and then applied by students to work situations. These activities were aimed at increasing the pupils' awareness of the career opportunities present in the community and the world of work.

(3) Foreign Language Experience School (FLES)

The major purpose of FLES was to provide students with the basic fundamentals of the Spanish language and to expose them to the culture of Spanish-speaking peoples.

(4) Individually Guided Education (IGE)

This program replaced traditional age/grade classrooms with groupings of students based on needs and interests. A basic academic program in reading, math, science and social studies was offered, with an emphasis on individualized instruction, taking into account differences among students in rate of learning, learning style, and level of motivation.

(5) Investigative Learning Center (ILC)

The ILC stressed learning through discovery. Although all academic subjects were to be taught using the investigative approach, the biological sciences were emphasized. Specialized curricula included programming in plant and animal ecology for which such St. Louis area facilities as the Missouri Botanical Gardens, Missouri Arboretum, and St. Louis Zoological Graden were utilized.

(6) Computer-Managed Individualized Learning (PLAN)

At this school the computer was used to help the teacher analyze student needs and to recommend a day-to-day learning program designed for the individual student. Students moved at their own learning rate through individualized programs covering language arts, mathematics, social studies and science. The school utilized a Westinghouse Learning Corporation program, PLAN (Program for Learning in Accordance with Needs), which included a diagnosis of each student's needs, abilities, and interests. A computerized profile was developed for each student facilitating the monitoring of each student's progress through the program.

(7) Visual and Performing Arts Center (VPAC)

Encompassing grades 5 through 8, this school provided instruction in the basic subjects with a strong emphasis on the visual and performing arts. Special programming focused on developing the talents and interests of students in vocal and instrumental music, art, creative writing, speech, drama and dance. Students were exposed to local cultural institutions and professionals in the arts.

High Schools

The Magnet Program supported two high schools for students in grades 9 through 12. They provided basic secondary curricula with course offerings in English, mathematics, social studies, foreign language, and the sciences. In addition, as described below, each school offered an intensified study program in a specialized field of interest.

(8) Visual and Performing Arts High School (VPAHS)

Special emphasis in this high school was placed on the visual arts, dance, drama, instrumental music, and creative writing. Students were offered both individual instruction and the opportunity to work within a group setting in their chosen artistic field, e.g., vocal and instrumental groups, theatre productions. Students participated in a wide range of culturally-related activities, both in and out of the classroom. Dance, art, drama and music pupils worked with visiting artists from St. Louis area organizations such as KMOX-TV and Webster College. Local as well as out-of-state groups performed for the student body. In addition, field trips to artistic and cultural centers of the metropolitan area, such as the St. Louis Art Museum, St. Louis Symphony and Loretto Hilton Theatre, were an integral part of the curriculum.

(9) The Academy of Math and Science High School (AMSHS)

This school was designed for students with special interest in math and the sciences. Unlike the student requirements of students at traditional high schools, students at the Academy were expected to take at least one math and/or science course each year. The school week was structured so that time could be set aside each week for students to visit with representatives from the technical work world. Field trips to such organizations as the Monsanto Corporation and Emerson Electric provided exposure to the practical applications of math and science classroom material and to the broad range of possible careers in math and sciences. One special educational resource available

at the Academy was a well-equipped computer center designed for student use.

PILOT PROGRAMS:

Three Pilot Programs were established in two high schools and three elementary schools located geographically in urban areas of high minority concentration. The objective of these programs was to improve the quality of education available to students attending these schools.

(1) College Preparatory Program

College Prep Programs were available at two St. Louis high schools, Sumner and Northwest. The program offered students courses designed to meet college entrace requirements. Students were assisted in their preparation for national pre-collegiate examinations and specialized guidance and counseling services were established for college-oriented students.

(2) Reading with Understanding

This program was established for 5th through 8th graders at two elementary sites, Scullin and Jefferson schools. The major purpose of the program was to teach students specific techniques to improve their reading skills by using materials from the content areas of social studies and mathematics.

(3) Verbal Skills Center

Located in Williams school, this program utilized materials developed by New Century. The program was designed for students

who experienced difficulty in reading and writing or students with above average ability who could benefit from a specialized challenging program.

SPECIAL PROGRAMS:

Law & Consumer Education

Offered in grades 5 through 8 at all magnet grade schools, the Law and Consumer Education project (LCE) was designed to provide students with working knowledge of the legal system and familiarity with their responsibilities and rights as individuals. The program incorporated instruction in various aspects of the law including law making, consumer and juvenile problems, consumer rights, court system and the police. Speakers from law and consumer-related fields lectured to classes, and opportunities for community-involvement projects and field trips were provided.

Ethnic Heritage

The Ethnic Heritage Program was offered in all Magnet Schools. The program sought to strengthen the students' sense of ethnic identity and to develop awareness of the multi-cultural, multi-racial, and multi-ethnic makeup of American society. The program utilized media presentations, special curriculum materials and guest visits to encourage the development of racial/ethnic understanding among students as well as teachers.

Staff Development

This component was designed to provide a comprehensive staff development program for teachers, administrators, instructional aides, supportive staff and parents. The program

was initiated in an effort to reduce the effects of minority group isolation and to provide the training necessary for these groups to function effectively with students of different races, different socio-economic backgrounds, and various ethnic groups. Inservice opportunities were provided to promote skills in effective communication and listening, understanding of conflict and its resolution, and development of empathetic relationships in cross-racial contexts.

Community Involvement

The primary objective of this component was to increase involvement and interaction among the ESAA Advisory Committee, the St. Louis business, civic and educational community, parents, and the St. Louis Board of Education. Open houses, a Magnet/Pilot Community paper, workshops and field trips were some of the activities carried out to promote broad community involvement.

EVALUATION DESIGN

Evaluation of the 1976-77 ESAA Magnet/Pilot Program was conducted at two levels. First, program level (i.e., Magnet, Pilot) outcomes common across components were assessed. Second, evaluation outcomes specific to the special program components are reported. These components are: staff development, law and consumer education, ethnic heritage and community involvement. The following section will provide a general over-view of the evaluation design adopted and the measures used to implement it.

PROGRAM-LEVEL EVALUATION:

Program-level evaluation focused on four areas of inquiry: basic skills achievement, social relations (reduction of racial isolation), aspects of organizational climate and outcomes related to parent attitudes, staff satisfaction and student motivation.

Basic Skills Achievement

Assessment is made of whether or not students attending magnet and pilot schools achieve as well as, or better than, comparable students in non-magnet/pilot schools and whether some magnet/pilot schools are more successful than others at maintaining or improving achievement of their students. At the elementary level, magnet students in grades 3 through 8 are matched with comparable non-magnet students on the basis of sex, race, grade, 1975-76 home school, and Spring, 1976 Iowa Test of Basic Skills (ITBS) Composite scores. Achievement of these groups on the Spring, 1977 ITBS is compared to determine if magnet school students achieve as well as or better than comparable non-magnet students.

For each Magnet and Pilot high school, a control school was selected on the basis of student population characteristics. Ninth grade ITBS achievement scores of magnet students were collected, and compared to city-wide scores. Ninth grade scores for pilot schools were collected utilizing the 1977 administration of the Test of Academic Progress (TAP). The TAP was also given to grades 1 through 12 in the magnet/pilot

programs and their respective control schools. The secondary schools evaluations are based on comparison of the above mentioned data.

Social Relations

In the magnet schools social relations measures were formulated with the objective of observing qualitative change in student interactions over the academic year. A sociometric instrument was developed and administered on a pre-post basis in the fall and spring to magnet and control schools. The instrument, "Your Classmates," was administered to all students in grades 1 through 12. First and second graders received an abbreviated version. They were asked to make choices of eating lunch, playing baseball, seeking help with school work; forming groups for field trips, and participating in a team math contest. Students were coded by race and sex facilitating observation of their choices according to these variables. In this way, it was possible to determine the extent of positive and negative choices that students made of classmates of different races, and to determine what changes occurred during the year.

Teacher-Student Relationships Scale (TSRS)

A student (Form A) and teacher (Form B) version of the TSRS was administered to teachers and students in magnet and control elementary and high schools. At the elementary level, only 7th and 8th graders received the instruments. The

student form elicited information about students' experiences in and feelings about the programs they were in this academic year. Among other issues, the survey items probed cross-racial interaction among students and between students and teachers. Similarly, the teacher form solicited information about cross-racial interaction among students, between students and teachers, and among the school staff.

School Climate

Three instruments were adopted or developed to measure different aspects of school climate. From the responses to these instruments profiles of schools' organizational climates could be constructed. Administration of the instruments variously spanned high schools and grade schools, magnet and control schools, teachers, administrators, and students as indicated in the descriptions below.

Staff Survey

Staff satisfaction questionnaires were completed by teaching and administrative staff in both Magnet and Pilot schools during the middle of the school year (February and March, 1977). The surveys covered a number of areas relating to program implementation, including perceptions of success, satisfaction, specific problems associated with program implementation, relationships among staff members, community support, and parent involvement.

Diagnostic Survey for Leadership Improvement (DSLI)[1]

The DSLI was administered in a group setting to teachers and administrators at the magnet elementary schools, and to teachers, administrators and students at the magnet high school. (A copy of the DSLI appears in Appendix B, page 157.) The survey was constructed to ascertain how these groups view certain organizational processes in their schools such as confidence and trust in leadership, communication and decision-making, which affect the success of their school in achieving its goals. The 52-item survey asked for both a descriptive response ("how do you feel these processes are handled in your school") and a normative response ("how do you feel these processes should be handled)? Students responded at the overall school principal level, teachers responded at the overall school principal level, and administration responded at the overall magnet school school system level. Respondents are coded by race or family background, sex, age, and student grade level or staff years of experience, facilitating comparison of responses across these groups within and between schools.

[1]Developed by David J. Mullen, Professor of Educational Administration, College of Education, University of Georgia, Athens, GA.

Organizational Climate Description Questionnaire (OCDQ)[2]

The OCDQ was a survey instrument used to portray a series of teacher and principal attributes which contribute to the organization climate within elementary schools. At the end of the school year, the questionnaire was administered to teachers at the magnet and pilot elementary schools and three control elementary schools. The questionnaire items described typical behaviors or conditions that occur within an elementary school organization. From responses to these items scores were derived for categories that describe aspects of teacher and principal behaviors that contribute to the organizational climate of each school.

Parent Attitudes, Staff Satisfaction and Parent Participation

Additional data were collected to determine parent attitudes toward the magnet/pilot program, staff satisfaction with the program, and parent participation. A brief description follows of the measures used to assess these aspects of the program.

[2]Halpin & Croft, 1963

Parent Attitudes

The Magnet/Pilot Parent Questionnaire (MPQ) was sent to 720 parents of children in the magnet and pilot programs. This questionnaire was designed to tap three major areas of parents' attitudes, including (1) quality of education and Satisfaction with the program, (2) quality of relationships between races in the schools, and (3) problems with, or barriers to, implementation, relationships among staff members, community support, and parent involvement.

The Parent Input Questionnaire (PIQ) was sent to 750 randomly selected parents at the same time as the Magnet/ Pilot Questionnaire. Included in the sample were parents of magnet and pilot school students, parents of students in other St. Louis public schools, and parents of students in private and parochial schools. The purpose of this survey was to collection information concerning the degree of parent involvement in their children's schools and attitudes about the magnet school programs.

Attendance/Enrollment

A study was conducted to ascertain if participation in the Magnet/Pilot Programs either positively or negatively effected student attendance.

The enrollment figures are presented to reflect the magnitude and student composition of the various programs.

Special Program Components' Evaluation

Special programs components' evaluation were focused on the specifically stated outcomes of each component. This section will provide a general overview of the various measures used in the evaluation of each special program component.

Staff Development Workshops

Beginning with the first ESAA workshop October, 1977, the ESAA evaluation staff collected normative rating on the total of eighty-two ESAA workshops. The purpose being to summarize the results of the eighty-two sets of ratings, to extract some general trends and implications, to present information on local norms, to derive conclusions, and to make recommendations.

Community Involvement

Since the involvement of the community in educational processes is an evolving relationship, the major thrust of the evaluation was process oriented, therefore the evaluation of community involvement focused on the following question: to what extent did the community involvement component increase involvement and interaction among the ESAA advisory committee, the St. Louis business, civic and educational community, parents and the St. Louis Board of Education.

Analysis of data from documents and records generated by the Community Involvement staff, ESAA Advisory Committee and the Magnet Office, along with results of data gathered

on the Parent Input and Magnet/Pilot Questionnaires were used to answer the evaluation question.

Law and Consumer Education (LCEP)

The evaluation of the Law and Consumer Education Program provided feedback to the LCEP coordinator which was used to determine the effectiveness of the Law and Consumer Education Program's curriculum in effectiveness in meeting the instructional goals of the project. Because of the limited resources, it was impossible to develop instruments to cover the five different components of Law and Consumer Education. Therefore, two components (Consumer Law and Juvenile Law) were selected to be areas in which instruments were developed. A committee, composed of teachers, LCEP coordinator and assistant coordinator were trained in the mechanics and procedures of constructing goal-referenced tests. Two trial goal-referenced tests were produced and used to assess the selected instructional outcomes of the Consumer Law and Juvenile Law Components.

Cooperative Outdoor Education Program

The Cooperative Outdoor Education Program (COEP) was centered around a week-long camping experience. At the end of the COEP camp, each staff members was administered a questionnaire which asked them to rate various aspects of the COEP. A short socio-metric instrument called "Friends I Would Like" was administered pre-post to the students in

order to obtain an independent measures of the student's willingness to make cross-racial choices of potential friends or non-friends. The results of both instruments were used to assess the degree of attainment of the aim of the Cooperative Outdoor Education Program.

Ethnic Heritage

The evaluation of the Ethnic Heritage Studies Development Program was based on: (a) informal interviews with program staff and magnet school elementary teachers; (b) a thirty-item Curriculum Materials for Ethnic Heritage Programs Questionnaire which was administered to a random sample of one-hundred-fifty magnet elementary teachers. Results of this questionnaire provided an assessment of teachers' perceptions of the Ethnic Heritage Program's curriculum materials.

SECTION II

PROGRAM-LEVEL EVALUATIONS

Basic Skills Achievement

Social Relations (reduction of racial isolation)

School Climate

Parent Attitudes

Attendance

Basic Skills Achievement

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BASIC SKILLS ACHIEVEMENT

Since a major focus of the ESAA program was on the provision of quality education, a corresponding focus of evaluation efforts was placed on the basic skills achievement of students in the program. To be sure, standardized achievement tests are but one of many possible means of measuring the educational impact of the Magnet School Programs. Moreover, because of the different educational goals of the different programs, not all programs would be expected to have the same effects on student achievement. Some programs would definitely expect to improve achievement as the major goal and others would expect to maintain student achievement at normal rates of progress while providing additional educational benefits. None, it is hoped, would affect student achievement in a negative manner. The importance of student achievement measures lies in the provision of a common reference point for examining the magnet programs in relation to the rest of the public school system as well as in relation to each other.

This section of the report presents standardized achievement test results for magnet and pilot schools during the first year of the program. Separate sections deal with the achievement of students in the magnet and pilot elementary school program and with that of students in the magnet and pilot high school programs. A final section summarizes the results.

Comparison of Magnet Elementary School Achievement with Achievement of Matched Groups of Control Students

Although information concerning the achievement of magnet school students in relation to local and national norms is certainly important, it leaves unanswered the critical question of whether the achievement of these students was better than, the same as, or worse than it would have been had they not attended a magnet school. Since it is impossible for a student to attend two schools at the same time, this question cannot be answered directly. However, it is possible to compare the achievement of magnet school students with the achievement of comparable students who had the same achievement during the previous school year. Given two groups of students which were equivalent when the year started with respect to previous achievement and demographic variables such as sex and race, differences found at the end of the year can, for evaluation purposes, be attributed to the program. The evaluation question, then, may be stated as:

Do students in the Magnet Schools achieve as well as comparable students not in Magnet Schools?

Procedures

Using data maintained on the St. Louis Public Schools' computer system, an attempt was made to match each student in a magnet elementary school with another student of the same sex, race, and grade and who had an ITBS Composite achievement score on the Spring, 1976 administration within .3 of a grade equivalent of the individual magnet student. For example, a black girl in 4th grade at the IGE magnet (Wade) who had a composite score of 3.9 when she was tested in the 3rd grade (spring, 1976) was matched with another black 4th grade girl whose composite scores was in the range of 3.6 to 4.2.

In order to maintain as much precision in the matching as possible, the closest matches were given priority. In the present example, a student with a composite of 3.8 or 4.0 would be taken only if none could be found who matched perfectly; a composite of 3.7 or 4.1 would be accepted for a match only if there were no "perfect" matches or none with a 3.8 or 4.0, and so forth. Once the matches were made and data from the spring, 1977 administration of the ITBS added to the master data file, a statistical procedure called analysis of covariance was used to test for differences between the achievement scores of magnet and comparison students on the spring 1977 ITBS.

For a number of reasons it was not possible to find a matching comparison student for every magnet student. Since spring, 1976 ITBS composite score was used as a matching criterion, any magnet school student who did not take the test in 1976 could not be matched. The greatest loss of students occurring this way was at the third grade level. Since third grade students would have been in the second grade in spring, 1976 and the only second grade students tested that year were students in Title I schools, it was, of course, impossible to obtain matches for magnet third graders who had attended a non-Title I school the previous year. A much smaller number of losses of possible matches occurred for magnet students who had attended non-public schools the previous year or who were in a public school but did not take the ITBS for one reason or another. For these reasons, the 1977 mean ITBS scores reported in this analysis will not correspond exactly to the means reported elsewhere for each school and grade. However, with the exception of third grade, the two sets of scores agree closely enough that

the achievement of the magnet students used for these analyses can be considered to be representative of the achievement of the schools in general.

Results

A summary of the overall comparisons (combining data across all magnet and comparison students) is presented in Table 1. Only the post-test means are reported since the pre-test means have been equated through a combination of matching and statistical procedures. The difference (DIF.) figures reported indicate the average post-test difference between magnet and comparison students, with positive values indicating higher scores for magnet students and negative values indicating lower scores for magnet students. The numbers of students involved in each comparison are reported at the bottom of Table 1. There are some slight differences between the numbers of magnet and control students for most grades and subscales, due to missing subscales or composite scores on the 1977 tests. Discussion of results by subscales follows:

Reading

In general, differences between magnet and control students in reading were very small. At one grade level (6th) the magnet students did have significantly higher grade equivalent scores; at another grade level (3rd) the magnet students scored lower than their counterparts, although the difference was not large enough to be statistically significant. At the other grade levels (4th, 5th, 7th, and 8th) the differences are negligible, ranging from -.05 (8th grade) to +.03 (7th grade). Without minimizing the importance of the higher reading scores for 6th grade magnet students,

TABLE 1

Summary of Overall Comparisons of Magnet Students and Matched Control Students Achievement

Post-Test Means

	Reading			Math			Composite		
Grade	Magnet	Control	Dif.	Magnet	Control	Div.	Magnet	Control	Dif.
3	3.00	3.11	-.11	3.21	3.39	-.18	3.24	3.45	-.22**
4	3.91	3.93	-.02	4.12	4.32	-.20**	4.20	4.36	-.16**
5	4.90	4.94	-.04	5.22	5.20	+.02	5.31	5.27	+.04
6	6.07	5.92	+.15*	6.03	6.00	+.03	6.10	6.05	.05
7	6.78	6.72	+.03	6.95	7.02	-.07	6.94	7.00	-.06
8	7.57	7.62	-.05	7.70	7.82	-.12	7.81	7.87	-.06

* $p < .10$ that a difference this large could be found by chance

** $p < .05$ that a difference this large could be found by chance

Number of Students

	Reading		Math		Composite	
Grade	Magnet	Control	Magnet	Control	Magnet	Control
3	84	73	84	70	76	65
4	155	159	154	155	146	152
5	175	178	176	180	168	174
6	191	196	192	192	184	191
7	231	227	223	223	222	222
8	238	229	235	229	235	228

the lack of significant positive differences at the other grade levels indicates that any positive effects magnet schools may have had on reading achievement were not general across grade levels. Graphic representation of the reading achievement data are presented in Figure 1.

Mathematics

Achievement of magnet students in mathematics was consistently lower than that of the control students. At two grade levels (fifth and sixth) the difference was negligible (+.02 and +.03, respectively), and at the other four grades the differences favored the control students. At only one grade level (4th) was the difference large enough to be statistically signficant. However, the pattern of magnet versus control group differences is clearly different in math than in reading. While the reading differences average out to about zero across grade levels (the negative differences at some grades are balanced out by positive differences at others), the math achievement differences clearly tend to be negative. This relationship is illustrated in Figure 2.

Composite

As summarized in Table 1 and illustrated in Figure 3, the differences in the composite achievement scores of magnet and control students are very small except for third and fourth grade students. In these two cases, the overall achievement of magnet students, as indicated by their ITBS composite scores, was significantly lower than that of their respective control groups. In the case of third grade students, the difference

Figure 1

MEAN SPRING 1977 ITBS READING GRADE EQUIVALENT SCORES

FOR MAGNET AND COMPARISON STUDENTS

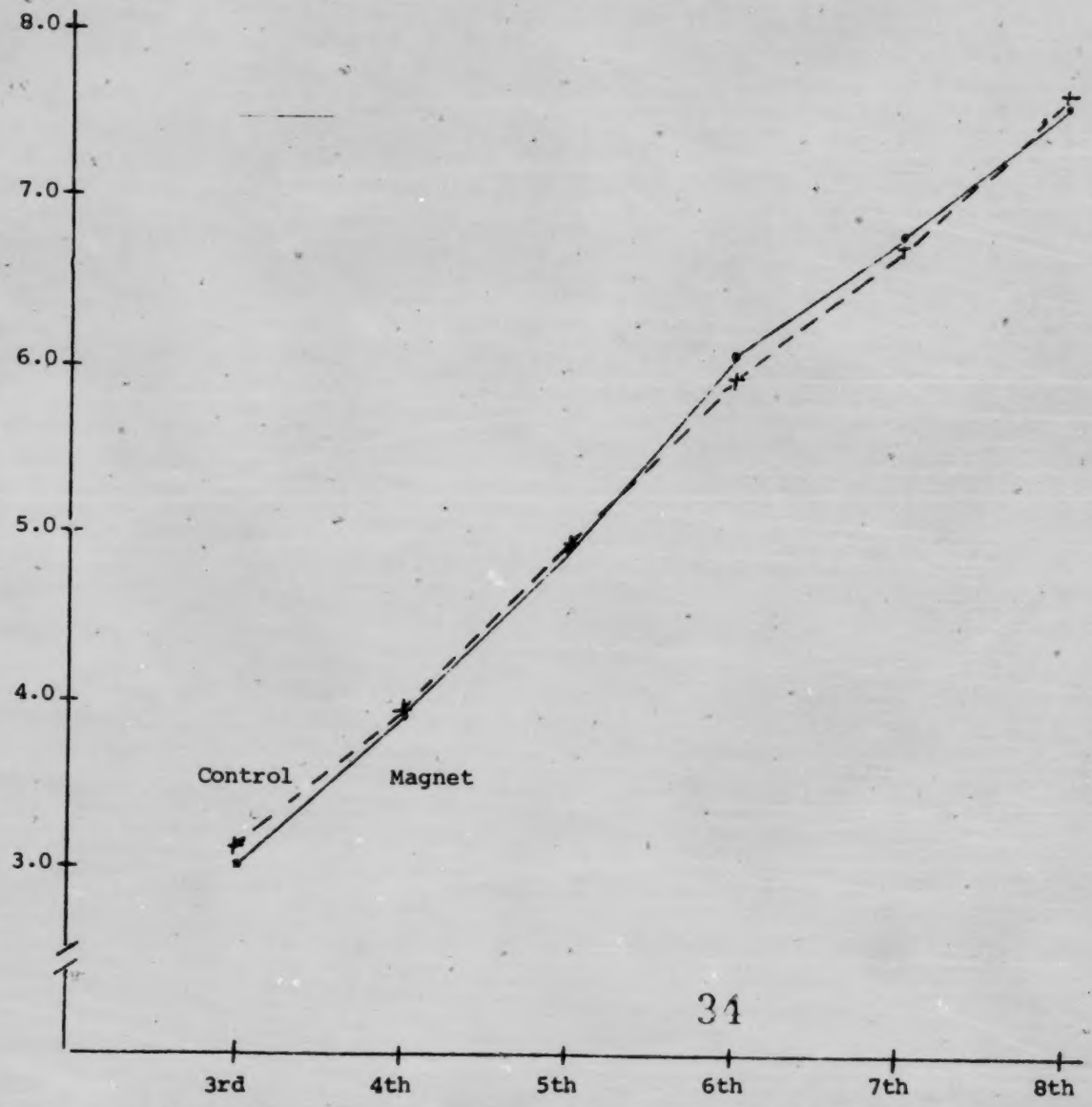


Figure 2

MEAN SPRING 1977 ITBS MATHEMATICS GRADE EQUIVALENT SCORES

FOR MAGNET AND COMPARISON STUDENTS

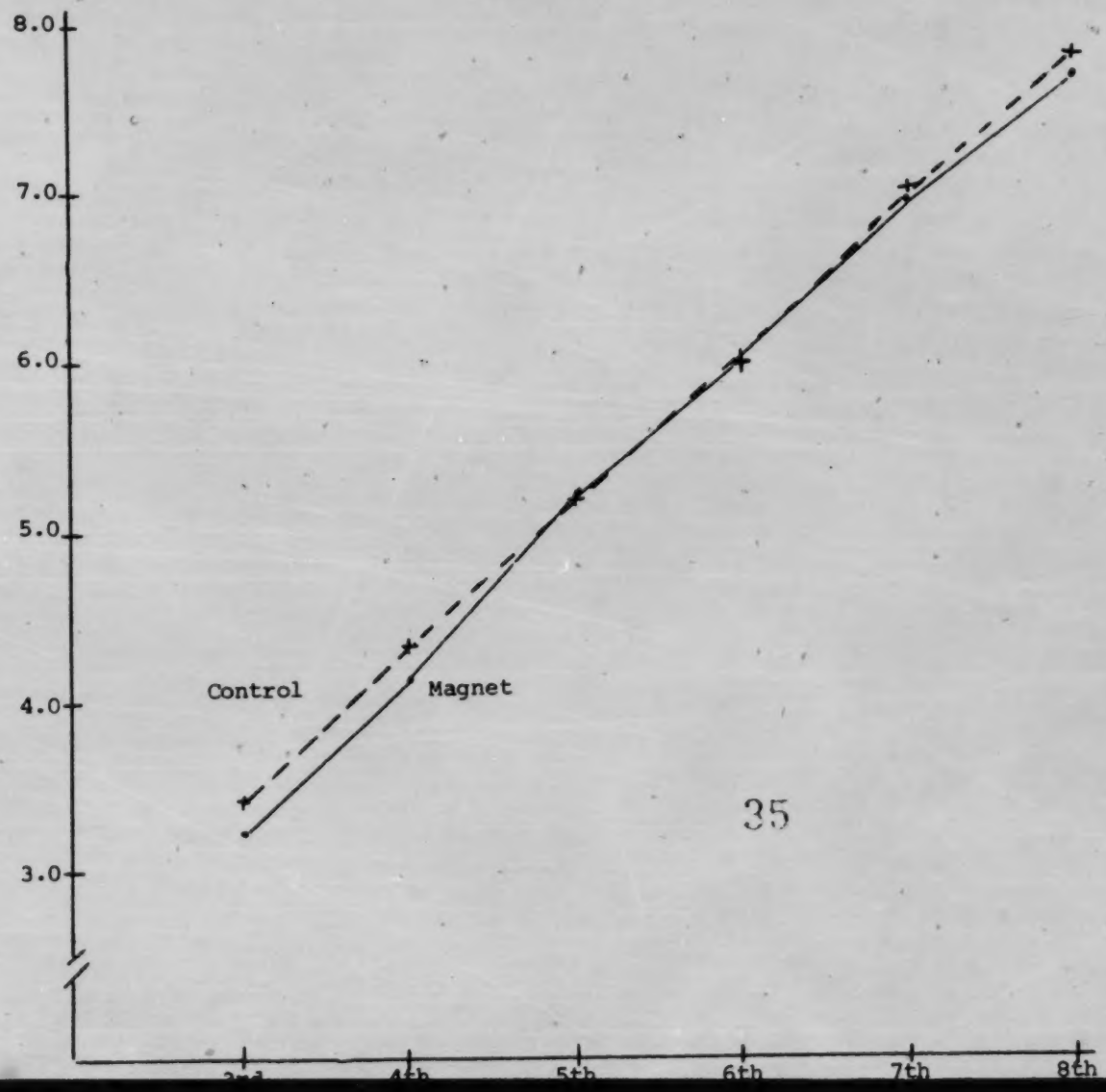
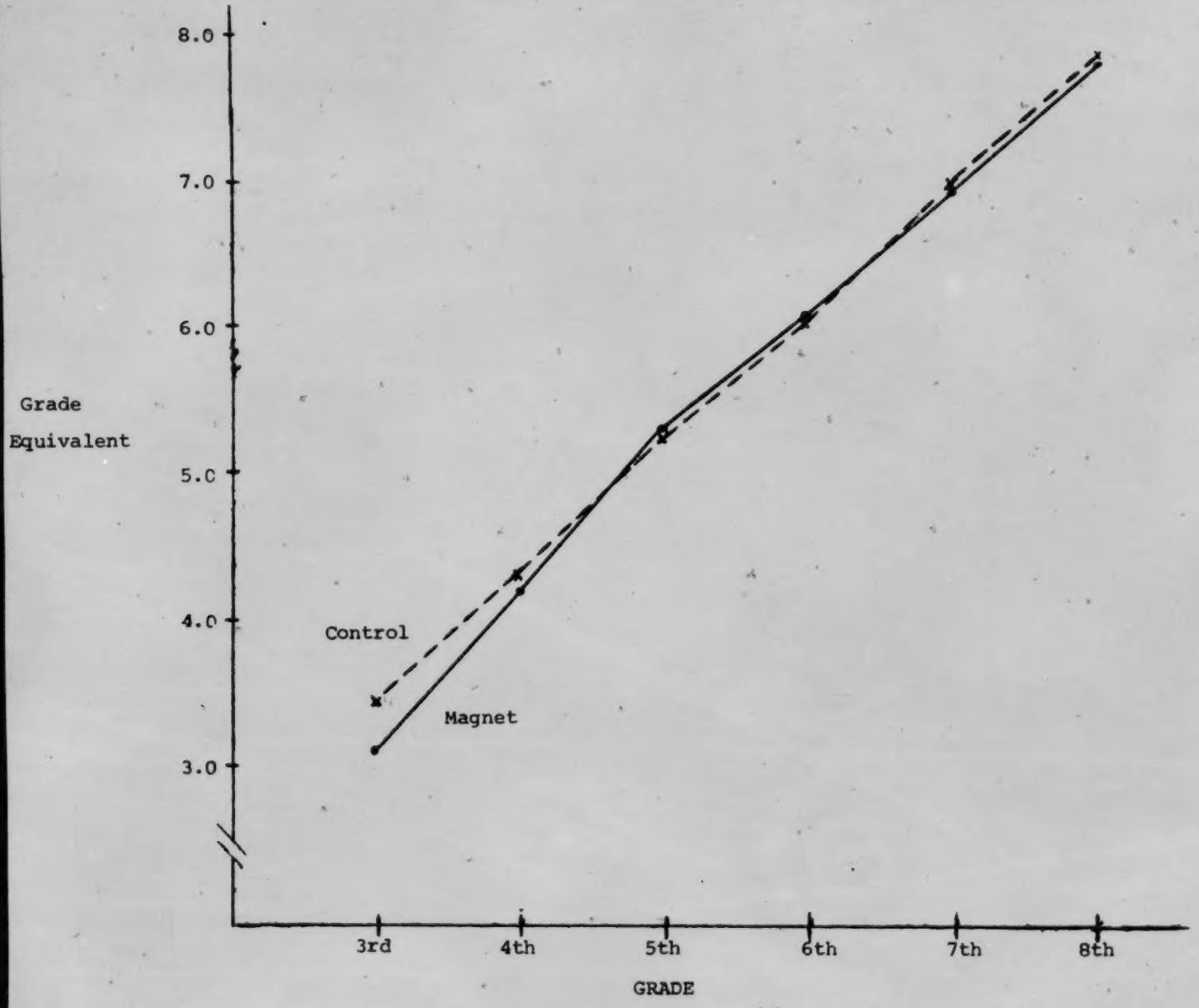


Figure 3

Mean Spring 1977 ITBS Composite Grade Equivalent Scores for Magnet and Comparison Students



on the composite score reflects a generally lower achievement in both reading and math, while the difference at the fourth grade level appears to be due almost entirely to the lower math scores.

School Comparisons

A corollary to the basic evaluation question given above concerns the possibility that some magnet schools may have been more or less successful than others with respect to student achievement. To investigate this possibility, separate analyses were performed on the data from each school, comparing achievement of magnet and control students across grade levels. Results of these comparisons are reported in Table 2.

The statistical tests indicated one significant difference. At the Visual and Performing Arts Center (VPAC), the students clearly performed less well on the achievement test than did the students in their particular control group. At all four grade levels in VPAC, the magnet student achievement was substantially lower than control student achievement indicating that these students did less well than they would have been expected to do on the basis of their previous achievement levels.

At two other schools there is a suggestion of achievement differences, though the differences are neither large nor consistent enough to result in statistical significance. At the PLAN school, differences at all grade levels except one (6th) indicated lower achievement for the magnet students. For 4th, 5th, 7th, and 8th grades the differences are as large as, or larger than, the differences between magnet and control students at VPAC. Thus the higher achievement for PLAN 6th graders, which is clearly atypical in relation to the other grades there, appears to be masking an overall negative difference. To be sure, the evidence

TABLE 2

Spring 1977 ITBS Mean Composite Scores for Magnet and Matched Comparison Students

Grade	PLAN Magnet	PLAN Comp.	PLAN Dif.	ABI #2 Magnet	ABI #2 Comp.	ABI #2 Dif.	ALCE Magnet	ALCE Comp.	ALCE Dif.	ABI #1 Magnet	ABI #1 Comp.	ABI #1 Dif.
3	3.24	3.33	-.09	3.58	3.45	+.13	2.62	3.43	-.81	2.94	3.46	-.52
4	3.79	4.09	-.30	4.42	4.49	-.07	4.24	4.58	-.34	4.46	4.52	-.06
5	4.37	4.61	-.24	5.02	4.59	+.43	6.10	5.06	+1.04	5.64	5.53	+.11
6	5.99	5.59	+.40	6.81	5.18	+1.63	5.74	5.74	.00	6.80	6.85	-.05
7	6.32	6.60	-.28	6.72	6.94	-.22	6.14	6.25	-.11	7.46	7.15	+.31
8	7.05	7.27	-.22	7.91	7.55	+.36	7.79	7.41	+.38	8.36	8.45	-.09
			-.12			+.38			+.03			-.05

Grade	ILC Magnet	ILC Comp.	ILC Dif.	IGe Magnet	IGe Comp.	IGe Dif.	VPAC Magnet	VPAC Comp.	VPAC Dif.	FLES Magnet	FLES Comp.	FLES Dif.
3	3.54	3.48	+.06	3.14	3.13	+.01						
4	4.47	4.50	-.03	3.94	4.21	-.27						
5	5.45	5.51	-.06	5.17	5.29	-.12	5.16	5.44	-.28			
6	6.22	6.30	-.08	5.71	5.79	-.08	6.25	6.41	-.16			
7	7.63	7.39	+.24	6.80	6.92	-.12	7.59	7.82	-.23	6.93	7.21	-.28
8	7.66	7.67	-.01	7.85	7.79	+.06	7.91	8.06	-.15	7.55	7.31	+.24
			+.02			-.09			-.20			-.02

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is not as strong as was the case for VPAC, but the weight of the evidence suggest that PLAN students (except for 6th graders) performed less well on the achievement test than they should have.

The other school for which the data suggest magnet - control differences is the Academy of Basic Instruction at Field and Ford Branch Schools (ABI #2). In this case the magnet students appear to have scored higher than their respective controls. Although there were negative differences for fourth and seventh grade students, differences at three grade levels (5th, 6th, and 8th) were positive and substantial. Thus, there is a suggestion that students in this magnet school may have achieved at higher levels that they otherwise would have.

Among the other five elementary magnet schools, the results do not suggest any systematic effects of the program. The fifth grade at ALCE had an exceptionally large difference favoring the magnet schools, but negative differences at other grades indicate that the fifth grade results were atypical for the school. In the other schools the magnet-control differences are either very small (less than .10) or inconsistent (i.e., large positive differences at one grade level are balanced out by large negative differences at another grade level). For these schools the general conclusion must be that the program had neither a positive nor a negative effect on student achievement.

To summarize the results, there are several conclusions that can be drawn:

(1.) Magnet school students did not consistently achieve at either higher or lower levels than did comparable students in non-magnet schools. At two grade levels (third and fourth) there was evidence that magnet students achieved less well than their counterparts (especially in mathematics), and at one grade level (sixth) there was evidence that they achieved at a higher level in reading than comparable students did.

(2.) At the Visual and Performing Arts Center the basic skills achievement of students was clearly less than would be expected on the basis of the achievement of comparable students.

(3.) The weight of the data suggests also that students at the PLAN magnet achieved at a lower level, and that students at the Academy of Basic Instruction #2 achieved at a higher level than would be expected.

Comparisons of Elementary School Achievement to City Averages

This section of the report presents complete sets of average achievement test scores from the Spring, 1977 administration of the ITBS for magnet and pilot elementary schools and for the whole city public school system. Absent from this set of data are any average scores from the Spanish Language magnet at Mullanphy school. This absence is due to the fact that the data presented here were compiled from data prepared by the district-wide testing office and scores for the magnet students at Mullanphy were not distinguished from the scores for regular students at Mullanphy. Scores for students in this program were, however, reported in the preceding section of this report.

The primary reason for reporting these data is for the additional reference point which it provides. Although the comparisons which have already been made of magnet student achievement with the achievement of comparable non-magnet students provides much more definitive answers to the basic questions, the comparisons presented in this section provide additional information showing the relative positions of magnet and pilot schools with the program. Since more definitive data have already been presented, discussion of these data will be limited to areas which have not already been covered.

Magnet, Pilot and City Averages

Combined averages for the magnet and pilot schools and for the city

as a whole are reported in Table 3. Means for individual schools are reported separately for each grade in Table 4a through 4d.

First and Second Grades

The ITBS Primary Battery was administered to first and second grade students in the magnet schools in May, 1977. The results are reported here for the sake of completeness, but the data were collected primarily to provide baseline information for future years of the project. The only comparisons that can be made with the data available are comparisons of magnet achievement to national norms and to local averages for Title I schools.

Referring to the data in Figure 3, it can be noted that the results for first grade and for second grade indicate quite different situations. First grade students in magnet schools were well above both the national norm and the local average for Title I schools; achievement scores for second grade magnet school students was the same as that of second grade students in Title I schools and both were well below national norms. In terms of national percentile ranks, the magnet district ranged from the 50th (average) to the 70th percentile at the first grade level. Title I schools in first and second grades and magnet schools in second grade ranked from the 14th to the 32nd percentile.

Without any previous data on the aptitudes and entry levels of these students it is impossible to make a definitive statement about the meaning of the data. The high achievement levels for magnet first grades may indicate that the program had a very positive effect on achievement at this level; it may also be nothing more than a reflection of high readiness levels for these students when they entered the program.

TABLE 3

ITBS ACHIEVEMENT SCORES

Grade Equivalent

	READING			LANGUAGE			MATHEMATICS			COMPOSITE		
	City	Magnet	Pilot	City	Magnet	Pilot	City	Magnet	Pilot	City	Magnet	Pilot
Grade 1	*1.85	2.20					*1.65	2.02				
Grade 2	*2.64	2.65					*2.61	2.58				
Grade 3	3.25	3.34		3.78	3.60		3.39	3.44		3.46	3.45	
Grade 4	4.00	4.06	+3.97	4.42	4.28	+4.89	4.16	4.13	+4.41	4.17	4.14	+4.41
Grade 5	4.81	5.21	4.77	5.34	5.41	5.53	5.13	5.26	5.11	5.08	5.27	5.13
Grade 6	5.81	6.02	5.55	6.32	6.27	6.27	6.01	6.07	5.88	6.03	6.12	5.89
Grade 7	6.61	6.65	6.38	7.21	7.20	7.33	6.92	6.94	6.73	6.90	6.92	6.80
Grade 8	7.43	7.51	6.82	8.21	8.24	7.81	7.82	7.72	7.40	7.77	7.76	7.34

*Note: Magnet and Title I schools are the only city schools which test in grades 1 & 2.

+Note: Williams is the only pilot school which includes 4th grade.

TABLE 4a.

ITBS ACHIEVEMENT SCORES BY SCHOOLS

Magnet District
1st Grade ITBS Achievement Scores

	Reading	Math
Magnet Ave.	2.20	2.02
ABI #1	2.53	2.09
ABI #2&3	1.79	1.74
ALCE	2.39	2.44
FLES		
IGE	1.86	1.87
ILC	3.22	2.65
PLAN	1.41	1.45

2nd Grade ITBS Achievement Scores

	Reading	Math
Magnet Ave.	2.65	2.58
ABI #1	2.59	2.59
ABI #2&3	2.84	2.21
ALCE	3.09	2.99
FLES		
IGE	2.63	2.91
ILC	3.17	3.00
PLAN	2.16	2.38

TABLE 4b.
ITBS ACHIEVEMENT SCORES BY SCHOOLS

MAGNET DISTRICT

3rd-Grade ITBS Achievement Scores

	READING	LANGUAGE	MATH	COMPOSITE
Magnet Ave.	3.34	3.60	3.44	3.44
ABI #1	3.58	3.69	3.35	3.52
ABI #2&3	3.34	3.72	3.62	3.55
ALCE	2.76	2.87	3.01	2.86
IGE	3.43	3.79	3.54	3.57
ILC	3.71	3.93	3.72	3.78
PLAN	2.99	3.28	3.24	3.15

MAGNET DISTRICT

4th-Grade ITBS Achievement Scores

	READING	LANGUAGE	MATH	COMPOSITE
Magnet Ave.	4.06	4.28	4.13	4.14
ABI #1	4.22	4.65	4.37	4.40
ABI #2&3	4.02	4.57	4.39	4.33
ALCE	4.11	4.35	4.19	4.21
IGE	3.70	3.96	3.99	3.88
ILC	4.64	4.71	4.47	4.58
PLAN	3.76	3.75	3.63	3.70
WILLIAMS	3.97	4.89	4.41	4.41

TABLE 4c.

ITBS ACHIEVEMENT SCORES BY SCHOOL

MAGNET DISTRICT

5th-Grade ITBS Achievement Scores

	READING	LANGUAGE	MATH	COMPOSITE
Magnet Ave.	5.21	5.41	5.26	5.27
ABI #1	5.08	6.05	5.27	5.46
ABI #2&3	4.54	5.84	5.20	5.16
ALCE	6.11	6.04	6.06	6.05
IGE	4.93	4.99	5.09	4.99
ILC	5.45	5.62	5.34	5.45
PLAN	4.36	4.46	4.70	4.49
VPAC	5.24	5.39	5.15	5.24
Pilot Ave.	4.77	5.53	5.11	5.13
Jefferson	4.93	5.46	5.23	5.19
Scullin	4.81	5.54	5.12	5.14
Williams	4.67	5.57	5.02	5.07

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MAGNET DISTRICT

6th-Grade ITBS Achievement Scor

	READING	LANGUAGE	MATH	COMPOSITE
Magnet Ave.		6.27	6.07	6.12
ABI #1	6.34	7.10	6.66	6.68
ABI #2&3	6.32	7.65	7.04	6.99
ALCE	5.37	5.51	5.68	5.50
IGE	5.74	5.86	5.60	5.73
ILC	6.29	6.53	6.29	6.35
PLAN	6.24	5.78	5.91	5.96
VPAC	6.25	6.69	6.16	6.36
Pilot Ave.	5.55	6.27	5.89	5.89
Jefferson	5.61	6.16	5.80	5.84
Scullin	5.55	6.52	6.09	6.04
Williams	5.50	6.08	5.73	5.76

TABLE 4d.

ITBS ACHIEVEMENT SCORES BY SCHOOL

MAGNET DISTRICT

7th-Grade ITBS Achievement Scores

	READING	LANGUAGE	MATH	COMPOSITE
Magnet Ave.	6.65	7.20	6.94	6.92
ABI #1	7.03	7.82	7.36	7.39
ABI #2&3	6.04	7.03	6.85	6.62
ALCE	6.22	6.48	6.68	6.44
IGE	6.56	7.09	6.72	6.78
ILC	7.25	7.64	7.33	7.39
PLAN	6.03	6.37	6.30	6.22
VPAC	7.31	8.06	7.39	7.57
Pilot Ave.	6.38	7.33	6.73	6.80
Jefferson	5.83	6.94	6.77	6.50
Scullin	6.55	7.18	6.61	6.77
Williams	6.72	7.99	6.86	7.17

MAGNET DISTRICT

8th-Grade ITBS Achievement Scores

	READING	LANGUAGE	MATH	COMPOSITE
Magnet Ave.	7.51	8.24	7.72	7.76
ABI #1	8.23	8.76	8.16	8.36
ABI #2&3	6.65	8.35	7.84	7.59
ALCE	7.50	8.29	7.34	7.70
IGE	7.35	7.87	8.14	7.77
ILC	7.76	8.00	7.39	7.69
PLAN	6.91	7.20	7.40	7.14
VPAC	7.40	8.30	7.80	7.80
Pilot Ave.	6.82	7.81	7.40	7.34
Jefferson	6.15	7.90	7.40	7.14
Scullin	7.25	7.90	7.71	7.60
Williams	6.67	7.66	7.10	7.13

The same interpretive problems exist for second grade. The low scores for second grade may be due to negative effects of the program or may be a reflection of low achievement levels of the students when they entered the program. Data collected during the second year of the program should enable more definitive interpretation of results, since there will also be the first year against which comparisons can be made.

Pilot Schools

Average achievement scores for students in ESAA Pilot Programs are reported across the three elementary schools in Table 3 and separately for each school in Table 4a through 4d. Of the three schools, Scullin (Reading with Understanding) tended to have the highest achievement levels, with average scores being very close to the city average for 5th and 6th grades, and only slightly below the city for 7th and 8th grades.

Average scores for students at Williams (Verbal Skills) were very close to those for students at Scullin, except at the 8th grade level, where the average achievement was about .5 grade equivalent less than the city average. Scores for students at Jefferson school (Reading with Understanding) were generally the lowest of the three schools, getting progressively more below the city average at higher grade levels.

Achievement in the Magnet High Schools

Two different tests were used to measure achievement of students in the high schools. Since the school district administered the ITBS

to all ninth grade students, that test was used for the magnet school evaluation at that level. For higher level students (tenth, eleventh, and twelfth grades) the Tests of Academic Progress (TAP) was administered in May, 1977. To provide comparison data, students at two other high schools (McKinley and Roosevelt) were also tested. Results of this testing are presented in Table 5 (ninth grade) and Table 6 (tenth through twelfth grades).

Ninth Grade

On the combined averages, ninth grade students at the two magnet high schools achieved at the same level as the McKinley-Roosevelt students, with both the combined magnet and the comparison high school averages falling above the averages for the city as a whole. Students at the Academy of Math and Science scored higher than students at the Visual and Performing Arts High School in all three categories reported (Reading, Math, and Composite).

Tenth through Twelfth Grade

On the TAP test, tenth grade students in the magnet schools achieved at about the same level as tenth grade comparison students. At eleventh and twelfth grades, however, there were differences such that eleventh grade magnet students scored lower, and twelfth grade magnet students scored higher than their respective comparison groups. Thus, the scores do not consistently indicate either higher or lower achievement for magnet students.

At the bottom of Table 6, the average TAP scores are reported for each of the two magnet high schools. Comparing the two magnet high

TABLE 5

ITBS AVERAGE GRADE EQUIVALENT SCORES FOR NINTH GRADE STUDENTS

	SCALES		
GROUP	READING	MATH	COMPOSITE
Comparison (McKinley/Roosevelt)	8.25	8.37	8.30
Academy of Math & Science	8.34	8.51	8.42
Visual and Performing Arts	8.16	7.92	8.02
Combined Magnets	8.26	8.25	8.25
City Average	7.66	7.94	7.79

TABLE 6

TAP ACHIEVEMENT STANDARD SCORES

Comparison of Magnet and Control High Schools

	S. STUDIES		COMPOSITION		SCIENCE		READING		MATH		COMPOSITE	
	Mag.	M cont.	Mag.	M cont.	Mag.	M cont.	Mag.	M cont.	Mag.	M cont.	Mag.	M cont.
10	41.4	41.4	42.3	45.4	43.5	43.6	43.4	41.8	40.9	42.5	41.9	42.5
11	44.3	48.5	43.5	47.9	42.1	48.9	45.0	47.6	45.0	49.9	42.7	48.2
12	49.9	46.3	48.7	46.3	50.5	49.2	48.7	44.0	48.3	50.0	48.5	46.5

Mag. = Magnet schools: Academy of Math & Science, Visual & Performing Arts High School
M cont. = Magnet control schools: McKinley, Roosevelt

Note: Scores are reported in standard score form (Mean=50, Standard Deviation=10). A score of 50 corresponds to the national norm.

TAP ACHIEVEMENT IN THE MAGNET HIGH SCHOOLS

	S. STUDIES		COMPOSITION		SCIENCE		READING		MATH		COMPOSITE	
	AMS	VPAHS	AMS	VPAHS	AMS	VPAHS	AMS	VPAHS	AMS	VPAHS	AMS	VPAHS
0	42.4	40.3	43.1	41.3	46.6	40.0	45.1	41.7	42.4	39.3	43.7	39.9
1	46.7	43.8	45.4	43.1	48.9	40.5	47.4	44.4	50.4	43.4	47.5	42.5
2		* 49.9		*48.7		* 50.5		*48.7		*48.3		* 48.5

*There were no 12th grade students at AMS when the TAP was administered.

schools with each other, it is clear that average achievement levels of the students at the Academy of Math and Science are higher than those of Visual and Performing Arts High School students. In every possible comparison (each combination of grade and TAP subscale), the average scores of Academy of Math and Science students are higher than those of Visual and Performing Arts High School students.

A somewhat different way of looking at the performance of the magnet high school students is given in Table 7. This table contains the number of students in each grade at each of the two schools on each of the five TAP scales whose scores fell in different percentile ranges. The top percentile range (90 to 99) corresponds to the top 10% of students nationwide; the bottom range (1-9) corresponds to the lower 10%, and the intermediate ranges represent intermediate groups. The information given in this table gives an idea of the dispersion or spread of achievement within the schools. For example, although there are some students in each of the 10 score ranges, there is a noticeable lack of very high scores (top 10%). No student at the Academy of Math and Science scored in the top 10% nationally in Social Studies, Composition, Science, or Reading, and only one (a tenth grader) was in the top 10% in Math. Although the average performance for students at the Visual and Performing Arts High School was lower than at the Academy of Math and Science, Visual and Performing Arts High School still did have a greater number of students with very high scores than did Academy of Math and Science.

TABLE 7
NUMBERS OF MAGNET HIGH SCHOOL STUDENTS WITH TAP
SCORES IN DIFFERENT PERCENTILE INTERVALS

ile	SOCIAL STUDIES					COMPOSITION					SCIENCE					READING					MATH				
	MS 10	MS 11	VP 10	VP 11	VP 12	MS 10	MS 11	VP 10	VP 11	VP 12	MS 10	MS 11	VP 10	VP 11	VP 12	MS 10	MS 11	VP 10	VP 11	VP 12	MS 10	MS 11	VP 10	VP 11	VP 12
0-99			2					1					3					3			1		1		1
0-89	1			1		2		1		1	2		2		1	4			1		1	1	2	1	
0-79	2		3	2	2	5		4			6		1	1	2	4	2		4		4	1			
0-69	4	1	1	4		1	1	4	1	1	2	3		2	3	2		3		1				4	3
0-59	1	1	1	3	2	2		1	1	1	5	3	3	1	1	4	2	4	1	4	7	4	2		
0-49	3	1		4	3	4	2	2	5		5			2	1	1	1	4	4	1	2	1	1	5	
0-39	12	2	3	1	1	8		2	3	1	10			4		5		3	6	1	9	2	6	5	2
0-29	4	2	7	6	3	7	4	5	11	3	3	1	4	5	1	12	1	4	3	1	3		3	8	5
0-19	12	1	8	4	2	7		6	4	7	8		7	4	3	7	1	10	5	4	3	2	11	2	2
1-9	7	1	13	15	2	11	2	15	12	2	4	1	20	16	4	5	1	13	11	3	16		18	11	2
OTAL	46	9	38	40	15	47	9	41	37	16	45	8	41	35	16	44	8	44	35	15	46	11	44	36	15

MS-Academy of Math and Science
VP-Visual and Performing Arts High School

Achievement in the Pilot High Schools

Average scores on the TAP for students in the College Prep programs at Northwest and Sumner High Schools and for comparison students at Beaumont and Soldan are reported in Table 8. Interpretation of these data are rather seriously constrained by the absence of appropriate data on students' previous achievement levels. The average scores of College Prep students are clearly higher than those of the comparison group students. However, since the College Prep Program served students who were interested in attending college, and the comparison students were selected randomly from the general school populations, the higher level of achievement probably reflects a higher level of academic aspiration for the students in the College Prep Program.

In spite of this limitation, one important observation can be made. The average scores for the College Prep students tend to be below the national average. This is true for all subtests except Math, on which the average scores of eleventh and twelth grade students were above the national average. Since high school academic achievement bears a significant relationship to collegiate academic achievement, it is likely that a large number of these students will still encounter serious difficulties in coping with the academic demands of college.

Summary or Conclusion

Although the analysis of the high school achievement data is not as definitive as that performed for the elementary magnet schools, since data for forming the matched comparison groups were not

available, there are still several important conclusions that can be made.

(1.) Achievement of students in the magnet high schools was not consistently above or below that of comparison students at McKinley and Roosevelt high schools.

(2.) Although students at the Academy of Math and Science did score consistently higher on the average than students at the Visual and Performing Arts High School, there were fewer students at AMS with extremely high achievement scores than there were at VAPHS.

(3.) Achievement of students in the Pilot programs at Northwest and Sumner High Schools was clearly superior to that of comparison students at Beaumont and Soldan High Schools. However, this difference appears to be due to sampling students from the college-bound group in the Pilot schools and from the general school population in the comparison schools.

TABLE 8

TAP ACHIEVEMENT STANDARD SCORES

Comparison of Pilot and Control High Schools

	S. STUDIES		COMPOSITION		SCIENCE		READING		MATH		COMPOSITE	
	Pil.	P cont.	Pil.	P cont.	Pil.	P cont.	Pil.	P cont.	Pil.	P cont.	Pil.	P cont.
9	38.5		44.1		43.7		41.3		39.9		41.2	
10	41.3	38.5	45.6	41.4	44.3	39.5	44.1	41.8	44.3	39.5	43.6	39.9
11	46.1	40.7	46.6	42.5	46.2	40.8	44.0	42.6	50.7	43.3	46.3	41.5
12	45.1	41.2	48.8	40.8	49.3	42.9	45.4	40.6	52.7	43.9	47.8	41.9

Pil. = Pilot schools: Northwest, Sumner
P cont. = Pilot control schools: Beaumont, Soldan

TAP ACHIEVEMENT IN THE PILOT HIGH SCHOOLS

	S. STUDIES		COMPOSITION		SCIENCE		READING		MATH		COMPOSITE	
	NW	SUM	NW	SUM	NW	SUM	NW	SUM	NW	SUM	NW	SUM
9	37.3	39.7	43.3	44.9	44.2	43.3	40.6	41.9	41.5	38.3	41.0	41.4
10	39.9	42.3	46.1	45.2	43.3	45.1	42.3	45.4	45.2	43.6	43.0	44.0
11	45.9	46.5	45.9	47.5	46.4	45.9	42.8	45.5	50.1	51.5	45.9	46.9
12	43.9	46.4	47.4	50.4	49.9	48.6	43.4	47.6	53.7	51.6	47.2	48.4

SOCIAL RELATIONS

YOUR CLASSMATES

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SOCIAL RELATIONSHIPS

Of the two major areas in which magnet school student objectives were focused, that dealing with the reduction of racial isolation and its effects presented the most complex and perplexing problems for evaluation. Although legal requirements might be met simply by bringing about a physical mixing and sharing of classroom space between black and white students where it had not existed before (thus "reducing racial isolation" in every literal sense), it is of critical importance from an educational standpoint that the interactions among students take place in a positive atmosphere. Obviously, if students in a classroom or a school were to exist in a constant state of racial tension and hostility, the learning environment would suffer. Conversely, there can be no doubt that free and open interaction between and among students of different races has an enhancing effect on the educational environment. Accordingly, a large investment of evaluation efforts was put into assessing the more qualitative factors associated with the reduction of racial isolation.

The central question in this area might be stated as "How can the nature and the quality of the relationships between black and white students in the magnet schools best be described?" The method used to answer this question involved the investigation of cross-racial choice patterns of students in magnet and control schools on sociometric instruments. Specific questions to which answers were sought include the following:

1. Do students in magnet schools accept or reject students of different races at a greater rate than do students in appropriate comparison schools?

2. Are there differences between black and white students in the tendency to accept or reject students of different races?

3. Are there any changes in students' acceptance or rejection of students of different races from the beginning to the end of the year?

Although acceptance and rejection have been linked together in the above questions, it is of considerable importance to note that they are not necessarily just opposite sides of the same coin. That is, high levels of acceptance of other races may not necessarily go along with low levels of rejection. Thus it is possible that results might indicate both a positive outcome in that students accept or choose as friends students of other races to the same extent that they choose students of their own race, and a negative outcome in that they reject students of other races far more often than they reject students of their own race. Because of this possible disparity between positive and negative social choices, each of the five questions rated above must actually be considered as two questions, one dealing with cross-racial acceptance and the other with cross-racial rejection.

INSTRUMENT: Your Classmates

Strictly speaking, sociometric instruments are more properly thought of as techniques for collecting data rather than as tests. Although the specific procedures may vary, depending upon the particular application of the data, the general procedure of sociometric testing is to provide some definable group of people (in this case, a class of students) with a situation or an activity (such as going on a field trip) and ask them to identify people that they would or would not care to choose. The instrument developed for use in the ESAA magnet school evaluation consisted of five basic situations to which students

were asked to respond with three positive (acceptance) and three negative (rejection) choices each. The five situations are presented below:

1. You are going on a field trip tomorrow:
   a. Name three classmates you would like to go with.
   b. Name three classmates you do not want to go with.
2. You are captain of a baseball team:
   a. Name three classmates you would like on your team.
   b. Name three classmates you do not want on your team.
3. You need some help on your school work:
   a. Name three classmates you would go to for help.
   b. Name three classmates you would not go to for help.
4. You are going to eat lunch:
   a. Name three classmates you would like to sit with.
   b. Name three classmates you would not like to sit with.
5. You are having a math contest:
   a. Name three classmates you would like to have on your team.
   b. Name three classmates you do not want on your team.

The situations used were chosen to represent a wide range of school-related activities. The five situations given above were used with students in grades three through twelve. First and second grade students took a shorter version of the instrument, which consisted of three, rather than five,situations (field trip, school work, and lunch).

PROCEDURE

Pre-tests were administered in the magnet and six comparison schools in November, 1976. The relatively late pre-testing date was employed to allow time for students in the Magnet Schools to become sufficiently acquainted with each other to establish reliable social preferences. The control schools

(Adams, Humboldt, Lafayette, Mullanphy, McKinley, and Roosevelt) were selected on the basis of having the nearest match to the racial balance of the magnet schools that could be found. Post-tests were administered in May, 1977.

All tests were administered in the classroom by teachers. Training for conducting the testing was provided by evaluation staff before the post-testing. Because of a severely restricted time schedule and limited personnel it was not possible to provide extensive inservice for the pre-testing. Although detailed written instructions were provided, a number of difficulties were encountered in pre-testing, resulting in the loss of, or failure to obtain, usable data from some classes. Although the post-testing proceeded much more smoothly, there were still a few administrative problems which, coupled with the loss of pre-test data mentioned above, limited the number of cases in which pre- to post matches could be obtained.

SCORING

All scores reported here for the Your Classmates instruments are expressed in terms of cross-racial indices for individual classes. The use of class values rather than individual student values, is based on several considerations. Since the question of interest relates to social relationships between and among groups of students, it is the group as a social unit which provides the most appropriate measures of social interaction.

Another factor to be considered is the proportionate numbers of black and white students in a class. The simplest case is one in which there are the same number of black and white students. In this case, simple random selection of class members indicates that members of one group should be chosen equally as often as members of the other group. Deviations from this chance level thus indicates either over- or under-selection of one group in relation to the other. For example, in a class composed of 15 white and 15 black students, the laws of probability dictate that, on a social-choice

instrument such as Your Classmates, white students should select black students just as often as they do other white students, since there are the same number of each group from which to choose. Large deviations from such a 50/50 split of choices indicates that the race of the person being chosen is a factor in the choosers' selections. Significantly, it is possible for either "over" or "under" selections of the other race to occur. The important thing is that, if a goal of the magnet program is to create a situation in which students make decisions about how they feel about other people without regard to race, then it is the "chance" levels of cross-racial acceptance and/or rejection which represent desirable outcomes.

To the extent that class membership differs from a 50/50 black to white proportion, corresponding adjustments have to be made in the chance-level expectations of selections. In the previous example, if the class consisted of 20 white and 10 black students, then automatically a black student has only one-half the chance of being selected as a white student. Thus, if white students selected black students 50% of the time, they would actually be selecting them at a greater than expected rate; conversely, if black students selected whites 50% of the time, they would be making cross-racial choices at a less than chance rate.

In order to circumvent these potential problems, the scores used in the analyses reported here are class indices of cross-racial choices, adjusted for the relative proportions of black and white students in the class. Separate indices were calculated for black and white students in the class. Index values which are equal or nearly equal to zero (0.00) represent cases in which cross-racial selections occur at about the same relative rate as same-race choices. Index values which are greater than zero (i.e., positive) represent greater than expected cross-race selection, and values which are

less than zero (i.e., negative) represent less than chance selection of members of the other race. Although it is not feasible to calculate or to report the statistical significance of deviations from chance selection levels for each class, a general tolerance range for the class index values is from -1 to +1. That is, values within this range probably do not reflect significant differences between the actual cross-race choices and what would be expected by chance. These considerations are summarized in the following table.

TABLE 1

INTERPRETATION OF CROSS-RACIAL CHOICE INDICES

INDEX VALUE	TYPE OF SELECTION: POSITIVE	TYPE OF SELECTION: NEGATIVE
-1.01 or less	Accept other races less than would be expected.	Reject other races less than would be expected.
-1.00 to +1.00	Accept other races about the same as would be expected	Reject other races about the same as would be expected.
+1.01 or greater	Accept other races more than would be expected.	Reject other races more than would be expected.

Results

In order to facilitate the presentation of data, the results pertaining to the first three questions stated above will be presented in two parts--one for positive choices and one for negative choices. The data and the statistical analyses which are reported are based on the cross-racial choice indices for black and white students in Magnet and Control schools for pre-and post-tests. The three questions addressed may be restated as follows:

POSITIVE CHOICES

(1a.) Do students in Magnet schools accept students of different races at a greater rate than do students in appropriate comparison schools?

(2a.) Are there differences between black and white students in the tendency to accept students of different races?

(3a.) Are there any changes in students' acceptance of students of different races from the beginning to the end of the year?

Results for Grades 1 and 2

The Mean cross-racial index values for first and second grade students on each of the three sociometric scales and the total instrument are reported in Table 2. The same data are represented in graphic form in Figure 1. With respect to possible differences between Magnet and Control students, the data clearly indicate that they do exist for black students, but not for white students. That is, white students in the Magnet schools accept black students to the same extent as white students in the Control schools do, but black students in Magnet schools demonstrate much higher levels of cross-racial acceptance than do black students in Control schools. This same relationship holds for all four measures: field trip, school work, lunch and total.

Close inspection of Figure 1 reveals that the scores of three groups--Magnet and Control whites, and Magnet black, tend to be rather similar (generally in the range of 0.00 to 1.00), while the values for black Control students are consistently very low (ranging from - 1.5 to-3.5). In other words, black students in the Control schools tended to make very few positive choices of white students. Thus, any overall difference between black and white students can be accounted for by the very low cross-racial acceptance scores of the black Control students.

Table 2.

YC Short *

MEAN CROSS-RACIAL CHOICE VALUES FOR FIRST & SECOND GRADE STUDENTS-POSITIVE CHOICES

SCALE	GROUP	WHITE STUDENTS NO. OF CLASSES	PRE-	POST	CHANGE	BLACK STUDENTS NO. OF CLASSES	PRE-	POST	CHANGE
Field Trip	MAGNET	13	-0.952	-0.243	+.709	13	-0.519	-1.067	-.548
	CONTROL	11	-1.115	-0.761	+.354	11	-2.403	-3.636	-1.233
School-Work	MAGNET	13	-0.835	-0.643	+.192	13	-0.133	-1.079	-.946
	CONTROL	11	-0.743	+0.308	+1.05	11	-1.920	-1.673	+.247
Lunch	MAGNET	13	-0.786	-0.219	+.567	13	-0.552	-0.997	-.445
	CONTROL	11	-0.490	-0.295	+.195	11	-1.579	-3.136	-1.557
TOTAL	MAGNET	13	-0.809	-0.370	+.439	13	-0.293	-0.824	-.531
	CONTROL	11	-0.756	-0.046	+.710	11	-1.834	-2.901	-1.067

*Your Classmates - Short Form

There is also some evidence of change from pre- to post-test, although the changes are not related to whether or not students were in the Magnet program. On all four scales, the acceptance scores of white students tended to increase from pre-to post-test, while the acceptance scores of black students decreased. That is, white students in both Magnet and Control schools become more accepting of black students, but black students become less accepting of whites.

Another point worthy of noting is that the mean scores, with one exception (white Control students' post-test on the schoolwork scale) are all negative. This indicates a general tendency for both black and white students to choose students of the other race less than they choose students of their own race. Although there are many factors which may account for this (such as a possible tendency for students to select people who lived in the same neighborhood or with whom they had gone to school before) it remains that a persons' race appears to be associated with the probability that he will be selected as a desirable companion.

Results for Grades 3 through 8

The Mean index values for third through eighth grade students are reported in Table 3, and the corresponding graphic representation is presented in Figure 2. With some slight variation, these data are consistent with what was reported above for first and second grades.

As was the case with the Grade 1 and 2 data, differences between Magnet and Control students tend to occur much more for black students than for white students. In each comparison, black students in Magnet schools had higher levels of cross-racial acceptance than did black students in Control schools. On one of the scales (lunch) there was a difference between Magnet and Control white students in the oppostive direction such that white

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Table 3

MEAN CROSS-RACIAL CHOICE VALUES FOR THIRD THROUGH EIGHTH GRADE STUDENTS

POSITIVE CHOICES

SCALE	GROUP	WHITE STUDENT NO. OF CLASSES	PRE-	POST	CHANGE	BLACK STUDENTS NO. OF CLASSES	PRE-	POST	CHANGE
Field Trip	MAGNET	26	-2.506	-1.067	+1.439	26	-1.863	-3.570	-1.707
	CONTROL	33	-2.117	-1.859	+.258	34	-3.352	-4.865	-1.513
Baseball	MAGNET	25	-1.485	+0.548	+2.053	25	-2.554	-2.090	+.464
	CONTROL	31	-0.296	+0.947	+1.243	32	-5.886	-4.405	+1.481
School-Work	MAGNET	26	-1.071	-1.126	-.055	26	-0.694	-0.118	+.576
	CONTROL	34	-1.567	-0.470	+1.097	32	-1.581	-1.489	+.092
Lunch	MAGNET	26	-2.630	-2.890	-.260	26	-2.222	-2.558	-.336
	CONTROL	33	-1.592	-1.320	+.272	34	-6.509	-4.163	+2.346
Math	MAGNET	25	-1.000	-1.224	-.224	25	-0.721	-1.059	-.338
	CONTROL	32	-1.168	-0.385	+.783	31	-1.444	-1.674	-.230
Total	MAGNET	25	-1.124	-0.803	+.321	25	-1.163	-1.198	-.035
	CONTROL	31	-1.229	-0.647	+.582	31	-2.331	-2.275	+.056

.09

*Your Classmates - Long Form

FIGURE 1

Average Cross-Racial Index Values for First and Second Grade Students: Positive Choices

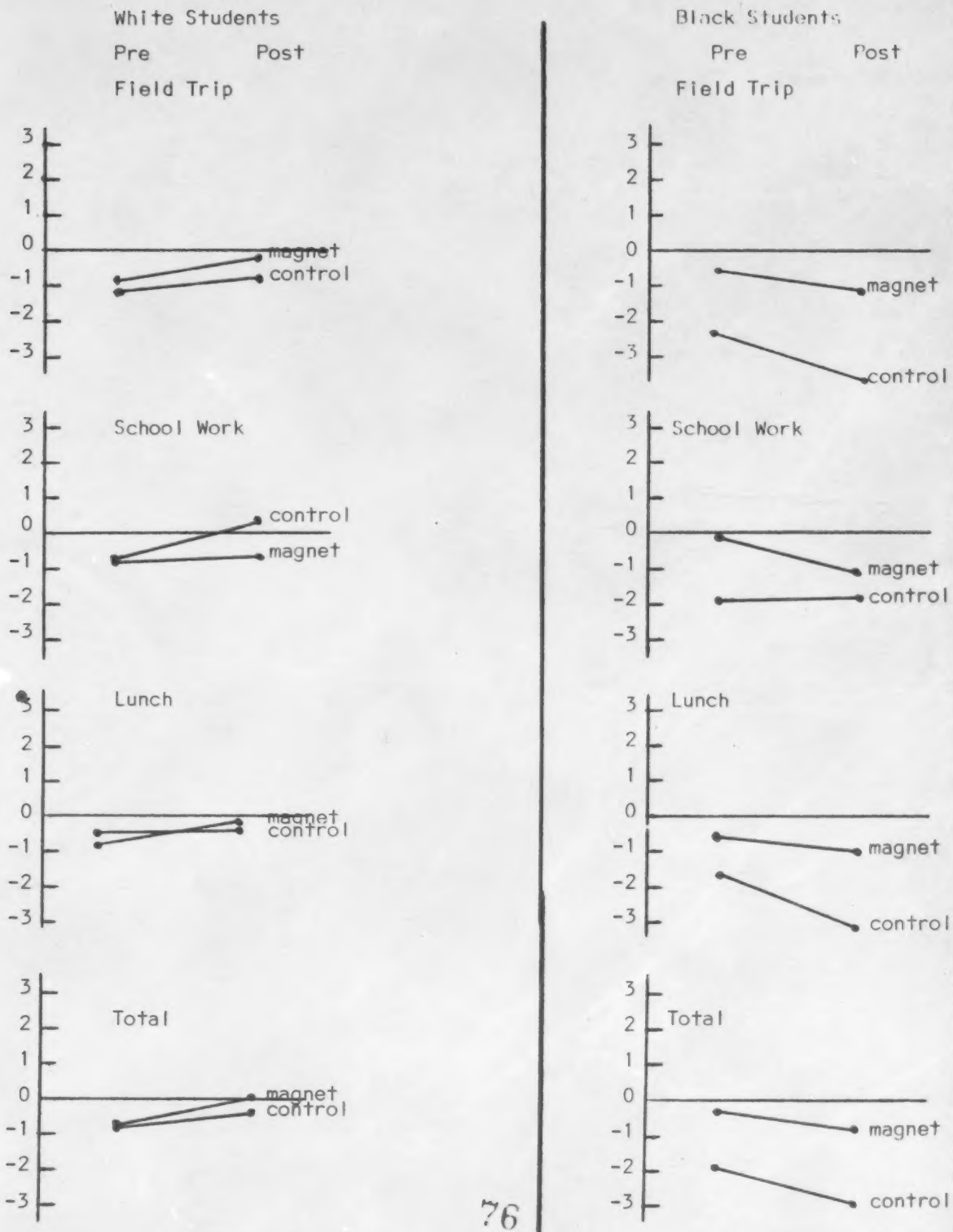
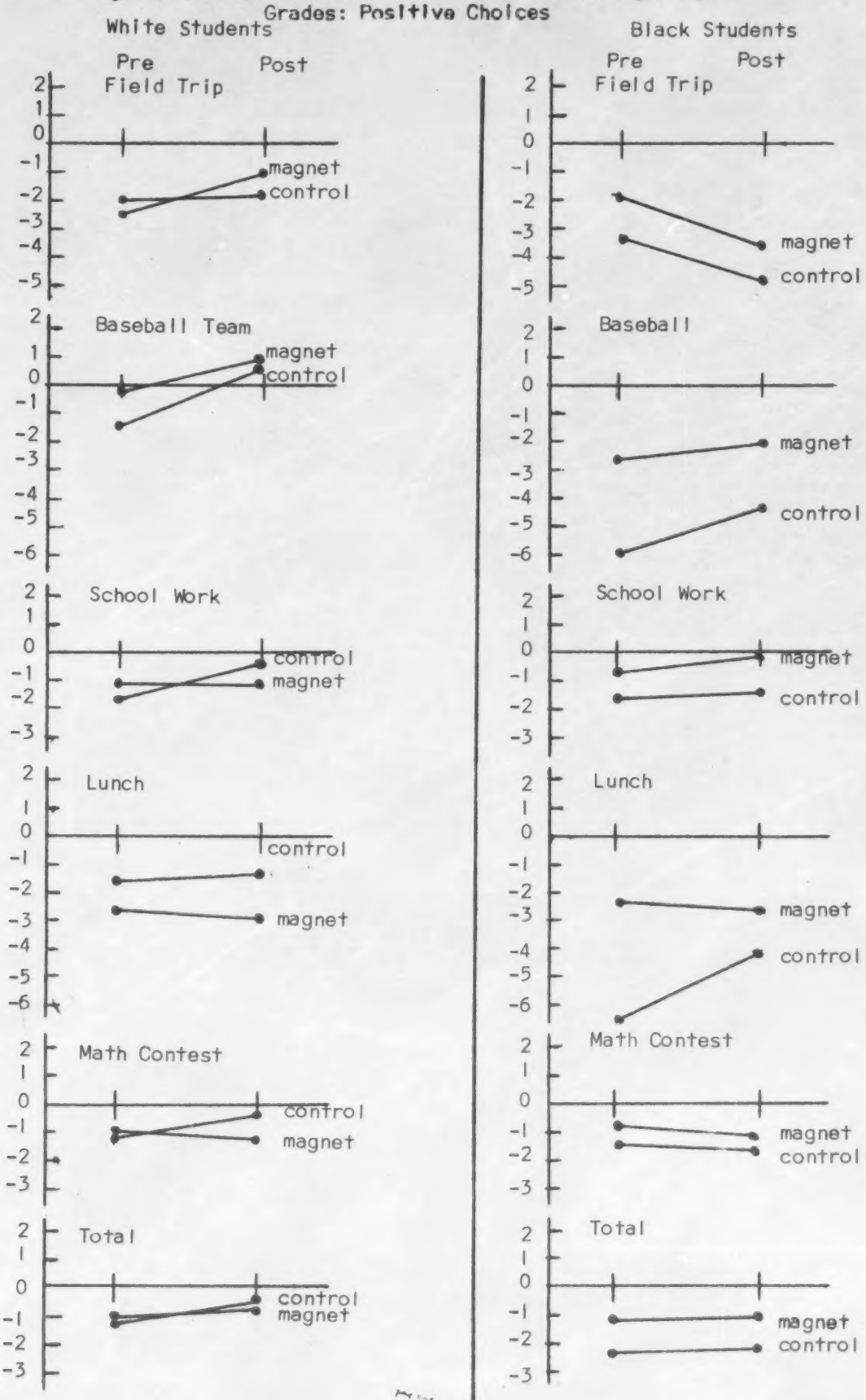


FIGURE 2

Average Cross-Racial Index Values for Third Through Eighth Grades: Positive Choices



Control students had higher cross-racial choice values than did white Magnet students. As indicated by the total scale data, however, there was little or no difference between white Magnet and white Control students on either pre or post test, while black Magnet students were consistently more accepting of whites than were black Control students.

There is some evidence of change from pre- to post-test, although it still has no significant relationship to whether or not the students were in the Magnet program, and is not consistently in the same direction. On the field trip scale, white Magnet students improved from pre- to post-test, while white Control students did not change; black students in both Magnet and Control schools decreased in cross-racial acceptance. On the baseball team scale, all four groups increased from pre- to post. Since the change tends to be about the same for Magnet and Control students, there is no basis for concluding that the Magnet program itself may be bringing about the changes.

The general level of cross-racial choices was also below the level of chance expectation, with the difference slightly more accentuated for the third through eighth grade students than it was for first and second grades. The only exception to this was on the post-test of the baseball team scale, on which white students in general chose black students at a greater level than expected rate. Thus, the tendency for both black and white students to "under-select" members of the other race appears to be general across grade levels.

A final consideration relates to the interpretation of the differences between Magnet and Control students. As discussed above, where such differences occurred, they tended to occur for black students but not for white students. Since these differences favored the students in Magnet schools,

it might be tempting to interpret them as a positive effect of the Magnet program. However, such a conclusion is not warranted from the data. It is true that, at the end of the school year, black students in Magnet schools chose white students much more often than did black students in Control schools; it is also true that differences of the same magnitude existed when the pre-tests were given. The more critical value in this regard is the change from pre-to post-test, and since this pre-post difference was about the same for Magnet students as it was for Control students, a conclusion that the Magnet program "caused" black students to reflect more positive cross-racial social choices is not justifiable.

Returning to the original three questions, the results can be summarized in the following statements:

(1a.) Black students in Magnet schools do accept white students at a greater rate than do black students in integrated non-Magnet schools: white students in Magnet and Control schools do not differ in the rate at which they accept black students.

(2a.) In the Control schools, black students accept whites at a much lower rate than white students accept blacks; in the Magnet schools there is little or no difference between the cross-racial choices of white and black students.

(3a.) On the average, there is a slight tendency for white students to show increased cross-racial choices during the year, and for black students to show a decrease.

NEGATIVE CHOICES

(1b.) Do students in Magnet schools <u>reject</u> students of different races at a greater rate than do students in appropriate comparison schools?

(2b.) Are there differences between black and white students in the tendency to reject students of different races?

(3b.) Are there any changes in students' rejection of students of different races from the beginning to the end of the year?

Results for Grades 1 and 2

Tabular and graphic representation of the mean cross-racial rejection indices for first and second grades are given in Table 4 and Figure 3, respectively. These results represent much more complex relationships than was the case for positive nomination. In some cases, the pre-post change was not only different for black and white students, but also for Magnet and Control students. On the field trip scale, Magnet and Control white students went in opposite directions from pre-to post-test-that is, Control whites increased in their rejection of black students, but Magnet white students decreased. For black students, those in the Control schools did not change, but the Magnet black students increased in their rejections of white students. Noting that the pre-post difference for Control students is nonexistent or very small, it appears that what happened on this scale is that, white Control students were not changing, white Magnet school students were declining in their tendency to reject blacks, but Magnet black students were increasing in their tendency to reject white students. The same pattern occurred on the school work scale, but the lunch scale was quite different. These white Control and Magnet students changed in opposite directions, with Magnet white students and Control white students rejecting black students at a slightly less than chance level. With black students the change from pre-to post- was negligible, but Control blacks were much more likely than Magnet black students to reject white students.

As reflected in the total scale values, the general trend of the data

Table 4

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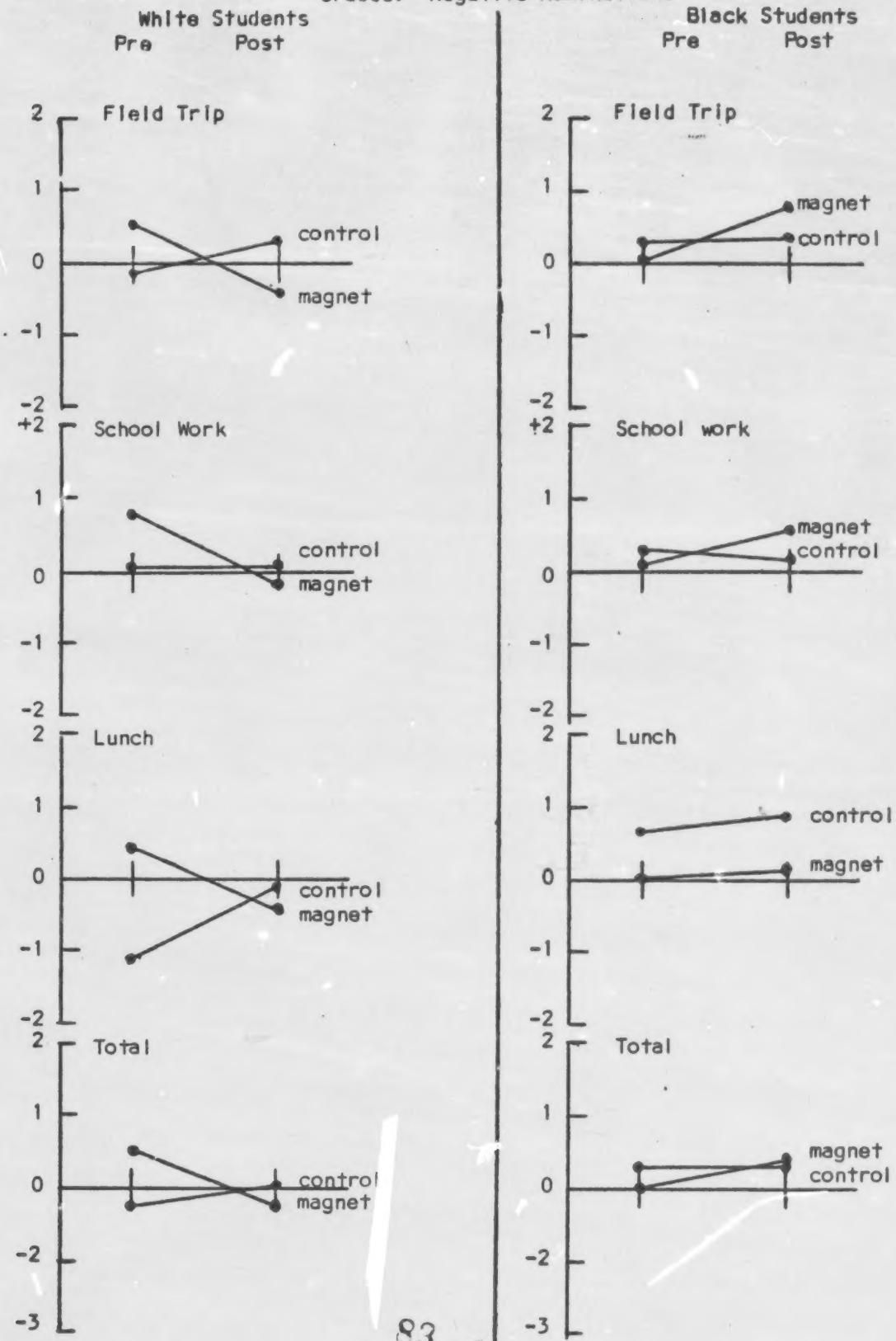
MEAN CROSS-RACIAL CHOICE VALUES FOR FIRST & SECOND GRADE STUDENTS

NEGATIVE CHOICES

SCALE	GROUP	NO. OF CLASSES	WHITE STUDENTS PRE-	POST	CHANGE	NO. OF CLASSES	BLACK STUDENTS PRE-	POST	CHANGE
Field Trip	MAGNET	13	+0.525	-0.410	-.935	13	+0.031	+0.804	+.773
	CONTROL	11	-0.151	+0.273	+.424	11	+0.304	+0.370	+.066
School-Work	MAGNET	13	+0.844	-0.166	-1.010	13	+0.105	+0.528	+.423
	CONTROL	11	+0.023	+0.112	+.089	11	+0.312	+0.207	-.105
Lunch	MAGNET	13	+0.435	-0.388	-.823	13	+0.006	+0.141	+.135
	CONTROL	11	-1.087	-0.157	+.930	11	+0.665	+0.872	+.207
Total	MAGNET	13	+0.502	-.336	-.838	13	+0.035	+0.443	+.408
	CONTROL	11	-0.246	0.015	+.261	11	+0.371	+0.375	+.004

*Your Classmates - Short Form

FIGURE 3
Average Cross-Racial
Index Values for First and Second
Grades: Negative Nominations



indicate that there are greater changes in cross-racial rejection patterns for Magnet school students than for Control students, but that the direction of change is different for black and white students. That is, within the Magnet schools, white students reject black students less at the end of the year than at the beginning, but black students reject white students more.

Results for Grades 3-8

The data for third through eighth grade students are presented in Table 5 and Figure 4. One result is consistent across all scales. White students, whether in Magnet or Control schools, reject black students to a lesser degree than Magnet and Control black students reject white students. However, interpretation of this finding must be qualified by noting that black and white students are about equally distant from chance expectation. That is, the general level of white students' rejection of black students is less than expected, but the general level of black students' rejection of whites is more than expected. In this case, it makes no sense to speak of the values for one group being "better" or "worse" than the values for the other groups.

There are some differences between Magnet and Control students, but they occur primarily with white students (in contrast to the positive nominations, on which the Magnet-Control differences were limited to black students). Here again, the interpretation must be qualified in that reporting that cross-racial rejection is higher for white students in Magnet schools than for white students in Control schools can be misleading, since the difference actually favors the Magnet schools. With both of these groups "under-selecting" to some degree, the more desirable outcome is represented by the group which is closer to selecting the other race just as often as it selects its own, and that is the Magnet school group.

YC LONG

Table 5

MEAN CROSS-RACIAL CHOICE VALUES FOR THIRD THROUGH EIGHTH GRADE STUDENTS

NEGATIVE CHOICES

SCALE	GROUP	WHITE STUDENTS NO. OF CLASSES	PRE-	POST	CHANGE	BLACK STUDENTS NO. OF CLASSES	PRE-	POST	CHANGE
Field Trip	MAGNET	26	-0.538	-0.002	+.536	26	+0.630	+0.128	-.502
	CONTROL	33	-0.860	-0.930	-.070	33	+0.141	+0.052	-.089
Baseball	MAGNET	25	-0.661	-0.837	-.176	25	+0.844	+0.559	-.285
	CONTROL	31	-0.890	-1.893	-1.003	32	+0.633	+0.635	+.002
School-Work	MAGNET	25	-0.379	-0.155	+.224	26	-0.029	0.285	.314
	CONTROL	34	-0.720	-1.394	-.674	33	-0.064	-0.066	-.002
Lunch	MAGNET	25	-0.372	0.147	+.519	25	+0.907	+0.047	-.860
	CONTROL	32	-0.548	-0.444	+.104	34	+0.333	+0.072	-.261
Math	MAGNET	25	-0.717	-0.063	+.654	25	+0.119	+0.167	+.048
	CONTROL	30	-0.810	-0.367	+.443	32	+0.113	-0.119	-.006
Total	MAGNET	26	-0.417	-0.083	.334	26	+0.299	+0.178	-.121
	CONTROL	34	-0.520	-0.712	-.192	34	+0.285	+0.127	-.158

The only indication of significant change during the year occurred on the lunch scale. White students increased and black students decreased, but both groups actually changed in the desirable direction, i.e., both groups approached the level of choosing both races equally. Although this same general relationship also held true for the total scale, the differences between pre-and post-test were not large enough to support the conclusion that the change can be considered as a "real" change.

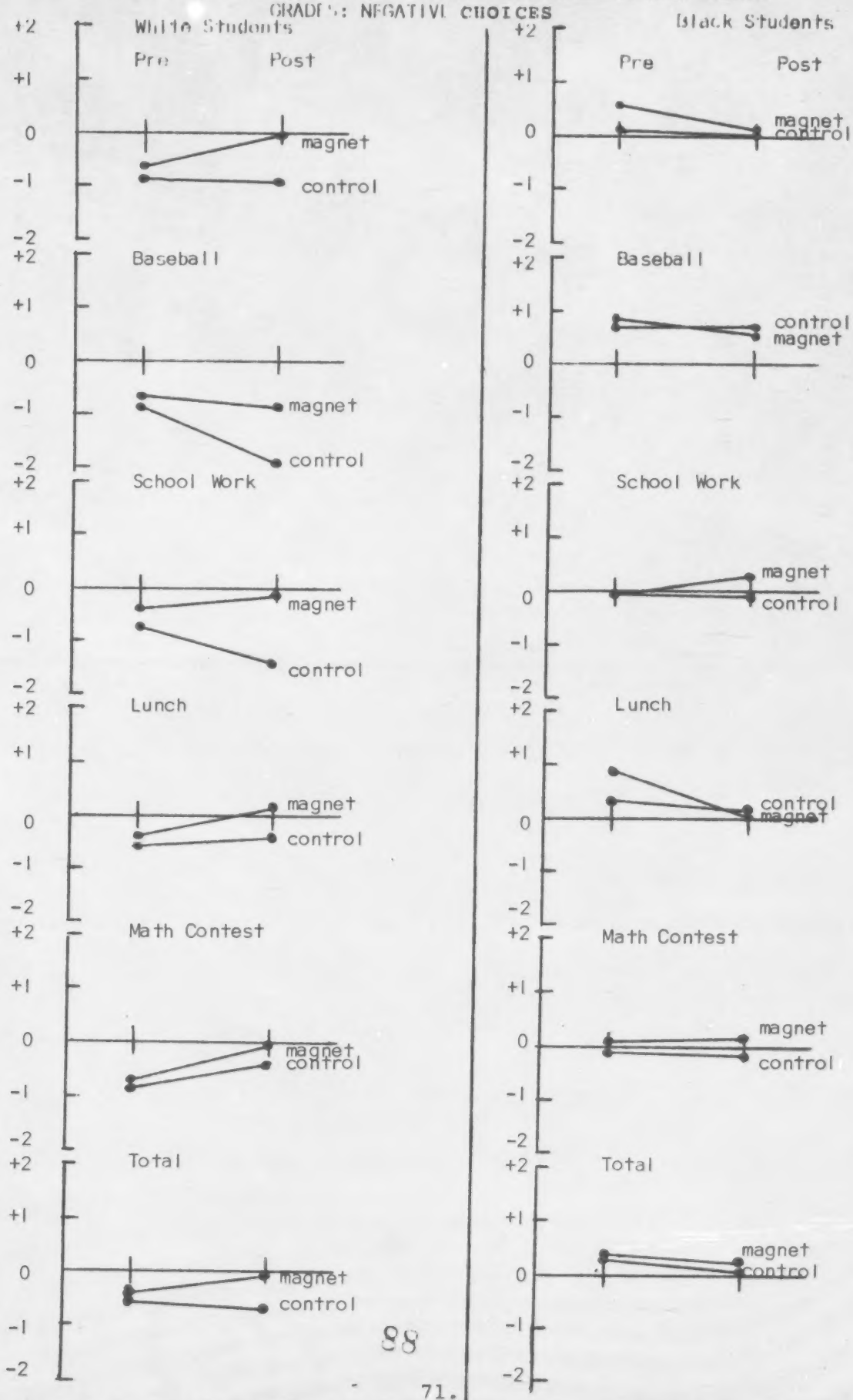
To summarize, the general answers pertaining to the three questions can be stated as follows:

(1b.) Although black students in Magnet schools reject white students to the same extent that black students in Control schools do, there is a difference between white Magnet and white Control students. While white students in Control schools reject black students less often than they reject other white students, white students in Magnet schools reject black students at about the same rate as they reject other white students.

(2b.) In general, white students tend to "under-reject" black students, and black students tend to "over-reject" white students. In both cases, however, these tendencies are relatively slight.

(3b.) There is no consistent evidence of change in cross-racial rejection from pre-to post-test.

AVERAGE CROSS-RACIAL INDEX VALUES FOR THIRD THROUGH EIGHTH GRADERS: NEGATIVE CHOICES



TEACHER - STUDENT RELATIONSHIP SCALE (TSRS)

Teacher-Student Relationship Scale (TSRS)

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TEACHER-STUDENT RELATIONSHIP SCALE (TSRS)

The Teacher-Student Relationship Scale (TSRS) is a forty-item attitude scale developed by the ESAA Evaluation Staff. This instrument was administered to students and faculty in eight magnet schools and four control schools. The TSRS was designed to yield measures of student feelings in these four areas: general satisfaction with school, student-to-student relationships, student-to-teacher relationships and student-to-administration relationships. It was designed to yield measures of teachers feelings in these four areas: attitude toward integrated schools, student-to-student relationships, student-to-teacher relationships, and staff relationships.

There will be a presentation of the responses in each area; first students, then faculty, including a comparison of: Magnet Schools and control schools/ secondary schools and elementary schools/black students and white students/magnet elementary schools individually and control elementary schools as a group. Following that there will be a summary of all the responses.

Student Responses

A breakdown of the responses by category by school is presented in Table 1 and will be used in making the above mentioned comparisons for student responses.

Satisfaction

The Magnet Schools as a group were rated significantly higher than the control schools. On both levels, elementary and secondary, the difference was significant in favor of the magnet schools. The high school students responded that they were significantly more satisfied than elementary students. The white students also responded that they were significantly more satified; the largest difference being in the control schools on the secondary level. When comparing each magnet school with the control schools average (Table 2) four schools stand out. IGE, VPAC, and ILC were rated significantly higher than the control schools with ALCE rated significantly lower.

Student-Student Relationships

The Magnet Schools were rated as significantly better than the control schools in this area, with the differences remaining constant and significant on the elementary and secondary level. The students in the secondary schools rated the schools signficantly better ir this category than did the elementary students. In student-student relationships, the black students perceived the schools significantly better than the white students, with the largest difference occurring in the secondary level control schools. The individual school comparisons on the elementary level has four Magnet Schools (VPAC, ILC, IGE, and AB#1) rated significantly better than the control schools average. (Table 2.)

Student-Teacher Relationships

The Magnet Schools were perceived as being significantly better than the control schools in this area with the large and significant difference occurring in the secondary schools. The secondary schools were rated higher than the elementary schools but the difference was not significant. In student-to-teacher relationships, the white students rated the schools significantly better than the black students with the greatest difference being in the elementary control schools. Across all levels this was the closest rated area with IGE being the only school rated significantly better than the control school average. (Table 2.)

Student-Administration Relationships

The Magnet Schools were rated significantly better than the control schools overall and on the elementary and secondary levels. The students in the secondary schools perceived the schools as being better than the elementary school students in this area. There was a highly signficant difference in student-to-administration relationships with the white students perceiving the schools much better than the black students with the difference being consistently high regardless of

program or level. There were two magnet schools (VPAC and AB#1) that were rated significantly better than the control schools with ALCE being perceived as significantly lower. (Table 2.)

Student Summary

The Magnet Schools in all four areas are rated significantly better than control schools. In every category the magnet elementary and secondary schools were rated higher than their control school counterparts with the difference being significant in six of the eight possible comparisons.

The students in secondary schools rated the schools higher than the elementary students in the four areas with a significant difference occurring in three categories excluding student-to-teacher relationships.

The white students perceived the schools as being significantly higher in the area of satisfaction with the school and significantly better in student-to-teacher relationships and student-to-administration relationships. The black students rated the school significantly better in student-to-student relationships. The largest and most consistent difference was in the area of student-to-administration relationships.

Comparing the magnet elementary schools to the control schools average two schools, ALCE and PLAN, are rated at or below the control schools. AB #1 IGE, ILC, and VPAC are rated higher than the control schools in all four areas with ILC and AB #1 significantly higher in two categories and VPAC and IGE significantly higher in three categories. (Table 2.)

Of the four areas on the TSRS, student-to-teacher relationships was rated the highest with student-to-student relationships the lowest, with the difference being significant. The responses from two areas, student satisfaction and student-to-administration relationships, were highly correlated and it is important to note that ALCE was rated significantly below every other school in both of these areas.

FACULTY RESPONSES

A breakdown of the responses by category by school is presented in Table 3.

Attitude Toward Integrated Schools

The Magnet Schools were rated significantly better than the control schools in this area with the difference being significant on both the elementary and secondary levels. This was the only category where the secondary school faculties rated the schools higher than the elementary teachers and that difference was significant. In their attitude toward integrated schools, the black faculty members rated the schools significantly better than the white faculty members. This difference is almost entirely attributed to the faculty responses from the control schools. In the individual school ratings all Magnet schools were rated higher than the control schools with AB #1, ALCE, and PLAN significantly higher. (Table 4.)

Student-Student

The Magnet Schools were rated significantly better than the control schools. The Magnet elementary and secondary schools were rated significantly better than their control school counterparts. The faculty from the elementary schools perceived the schools as slightly better in this area than did the high school staffs. The black teachers rated this area higher than the white teachers but the difference was not significant.

Every magnet school was rated better than the control schools with AB #1, ILC, PLAN, and ALCE significantly better.

Student-Teacher

The Magnet Schools were rated significantly better than the control schools. The magnet elementary schools were rated slightly higher than the control elementary schools while on the secondary level the magnet schools are rated significantly better. The elementary staffs rated the schools better in this area than the secondary teachers but the difference was not significant. In student-to-teacher relationships the white teachers rated this area significantly

higher than the black teachers with the largest difference occurring in the magnet secondary schools. The control schools' rating (Table 4) is in the middle of the ratings for the magnet elementary schools. No magnet school rated significantly above or below the control schools.

Staff Relationships

This is the only area where the magnet schools are not rated significantly better than the control schools. However, on both the elementary and secondary levels the magnet schools are rated better. The elementary teachers perceived better staff relationships than did the high school teachers. The white teachers rated this category higher than the black teachers with the biggest differences occurring in the magnet secondary schools. The control schools again are rated in the middle of the magnet elementary schools. (Table 4.) The control schools were rated higher than three magnet schools but the difference was not significant. One school, AB #1, was rated significantly better than the control schools.

Staff Summary

The Magnet Schools are rated better than the control schools in all four areas with the difference being significant in the first three. In each area the magnet elementary and secondary schools are rated better than the control elementary and secondary schools.

The secondary schools teachers rated the schools significantly better than the elementary teachers in the area of attitude toward integrated schools. In the other three areas the elementary staffs perceived the schools better, however there were no significant differences.

The black teachers rated the schools better in student-to-student relationships and significantly better in attitudes toward integrated schools. The white teachers rated the schools better in staff relationships and significantly better

in student-to-teacher relationships.

Comparing the Magnet elementary schools to the control schools' average no magnet school was rated significantly below the control schools average in any area.

In attitude toward integrated schools and student-to-student relationships all magnet schools are rated better than the control schools. AB #1, VPAC, and PLAN are rated better than the control schools in all four areas with PLAN significantly better in two categories and AB #1 significantly better in three categories.

Comparisons

The responses of the teachers and the students were compared to see if any significant correlation existed. The only common perception was on the program level with magnet teachers and students consistently rating their schools better. When comparing the two groups there was no evidence that teacher's attitudes and perceptions either positively or adversely affected the students attitudes.

TABLE 1

GROUP MEANS FOR TEACHER-STUDENT RELATIONSHIPS SCALE
STUDENT RESPONSES

SCHOOLS				SATISFACTION				STUDENT-STUDENT				STUDENT-TEACHER				STUDENT-ADMINISTRATION			
ELEMENTARY MAGNETS	W *N	B N	ALL N	W xx	B	ALL	+RO	W	B	ALL	RO	W	B	ALL	RO	W	B	ALL	RO
ABI #1	39	35	75	31.5	33.1	32.5	5	31.3	33.7	32.3	4	35.4	35.7	35.5	2	36.4	34.6	35.4	2
ALCE	12	42	54	26.0	29.4	28.6	6	33.1	31.1	31.5	5	32.9	34.6	34.2	5	30.7	26.8	27.7	6
IGE	29	34	64	36.4	34.8	35.7	2	32.4	33.9	33.3	3	37.5	35.4	36.4	1	36.2	33.4	34.8	4
ILC	12	45	57	36.3	34.1	34.5	3	33.1	34.7	34.4	2	35.7	34.9	35.1	4	37.3	34.5	35.1	3
PLAN	34	38	72	31.6	33.6	32.7	4	28.5	31.0	29.8	6	31.5	33.4	32.5	6	32.6	32.9	32.8	5
VPAC	53	39	94	36.3	35.9	35.7	1	37.3	35.8	36.2	1	37.7	33.0	35.3	3	38.5	33.4	35.9	1
MAGNET AVER.	179	233	416	33.7	33.4	33.5		33.0	33.4	33.2		35.6	34.5	34.9		36.0	32.5	34.0	
CONTROLS																			
ADAMS	19	31	50	33.0	30.5	31.5	1	32.3	32.5	32.4	1	34.8	32.0	33.1	2	35.1	31.4	32.8	2
LAFAYETTE	24	17	42	30.6	30.6	30.6	2	26.0	28.3	27.0	2	35.0	33.9	34.5	1	34.1	31.5	32.9	1
AVER.	43	48	92	31.6	30.6	31.1		28.8	31.0	30.0		34.9	32.6	33.7		34.6	31.4	32.9	
HIGH SCHOOLS																			
MAGNETS																			
AMS	38	60	102	31.7	33.2	32.6	2	30.8	35.2	33.6	2	33.4	33.5	33.4	2	35.2	33.0	33.9	2
VAP	49	67	120	42.1	38.2	39.9	1	38.2	36.7	37.4	1	38.2	36.3	37.0	1	40.6	36.7	38.1	1
AVER.	87	127	222	37.5	35.8	36.5		35.0	36.0	35.6		36.1	35.0	35.4		38.2	34.9	36.2	
CONTROLS																			
MCKINLEY	18	43	61	32.3	31.6	31.8	2	34.1	35.5	35.1	1	36.7	35.1	35.6	1	36.6	35.6	35.9	1
ROOSEVELT	94	22	118	33.6	31.3	33.2	1	27.8	27.6	27.8	2	34.0	31.0	33.4	2	34.0	28.0	32.8	2
AVER.	112	65	179	33.4	31.5	32.7		28.8	32.9	30.3		34.4	33.7	34.2		34.4	33.0	33.9	

*N is Sample Size +RO is Rank Order xx Raw Scores-Scale 10-50

TABLE 2

STUDENT - RESPONSES

	LOWEST						HIGHEST
SCALE 1 SATISFACTION	ALCE	CONTROL	AB 1	PLAN	ILC	VPAC	IGE
SCALE 2 STUDENT-STUDENT	PLAN	CONTROL	ALCE	AB 1	IGE	ILC	VPAC
SCALE 3 STUDENT-TEACHER	PLAN	CONTROL	ALCE	ILC	VPAC	AB 1	IGE
SCALE 4 STUDENT-ADMINISTRATION	ALCE	PLAN	CONTROL	IGE	ILC	AB 1	VPAC

Schools which do not differ significantly are underscored. Those schools not underscored by the same line were found statistically different at the .05 alpha level. At each scale the schools are in rank order with the highest score listed on the right.

TABLE 3

GROUP MEANS FOR TEACHER-STUDENT RELATIONSHIPS SCALE

STAFF RESPONSES

SCHOOLS				ATTITUDE TOWARD INTEGRATED SCHOOLS				STUDENT-STUDENT				STUDENT-TEACHER				STAFF RELATIONSHIPS			
ELEMENTARY MAGNETS	W *N	B N	ALL N	W xx	B	ALL	+RO	W	B	ALL	RO	W	B	ALL	RO	W	B	ALL	RO
ABI #1	10	9	19	38.6	36.9	37.8	1	38.3	39.7	38.9	1	42.5	38.2	40.5	2	40.9	40.2	40.6	1
ALCE	7	5	12	35.9	40.0	37.6	2	35.3	39.2	36.9	4	39.1	42.8	40.7	1	37.4	33.2	35.7	5
IGE	7	5	12	33.6	36.2	34.7	5	36.0	33.8	35.1	5	35.3	35.0	35.2	6	36.1	33.6	35.1	6
ILC	6	6	12	32.3	39.3	35.8	4	37.0	40.7	38.8	2	38.3	38.3	38.3	4	36.3	38.8	37.6	3
PLAN	9	6	15	35.9	39.0	37.1	3	37.7	39.2	38.3	3	40.6	38.5	39.7	3	37.1	37.3	37.2	4
VPAC	11	4	15	33.9	36.0	34.5	6	33.8	34.8	34.1	6	37.4	36.8	37.2	5	38.3	41.8	39.2	2
MAGNET AVER.	50	35	85	35.2	37.9	36.3		36.3	38.3	37.1		39.0	38.3	38.7		37.9	37.7	37.9	
CONTROLS																			
LAFAYETTE	7	5	12	28.9	33.4	30.8	2	24.0	28.2	25.8	2	40.4	35.6	38.4	1	38.3	33.8	36.4	2
MULLANPHY	20	9	29	30.6	37.0	32.6	1	33.2	35.6	33.9	1	38.5	37.0	38.0	2	38.0	35.1	37.1	1
AVER.	27	14	41	30.2	35.7	32.1		30.8	33.0	31.5		39.0	36.5	38.1		38.1	34.6	36.9	
HIGH SCHOOLS																			
MAGNETS																			
AMS	9	6	15	38.1	37.0	37.7	2	35.9	34.5	35.3	2	41.3	33.2	38.1	2	38.4	30.5	35.3	2
VAP	10	4	14	39.0	41.3	39.6	1	37.0	37.3	37.1	1	40.0	40.8	40.2	1	37.9	34.0	36.8	1
AVER.	19	10	29	38.6	38.7	38.6		36.5	35.6	36.2		40.6	36.2	39.1		38.1	31.9	36.0	
CONTROLS																			
MCKINLEY	5	2	7	33.2	40.5	35.3	1	34.0	33.5	33.9	1	37.4	35.0	36.7	1	37.6	33.5	36.4	1
ROOSEVELT	15	0	15	31.5		31.5	2	29.9		29.9	2	34.9		34.9	2	33.9		33.9	2
AVER.	20	2	22	31.9	40.5	32.7		30.9	33.5	31.2		35.5	35.0	35.5		34.8	33.5	34.7	

*N is Sample Size +RO is Rank Order xx Raw Scores-Scale 10-50

TABLE 4

STAFF RESPONSES

	LOWEST						HIGHEST
SCALE 1							
ATTITUDE TOWARD INTEGRATED SCHOOLS	CONTROL	IGE	ILC	VPAC	PLAN	ALCE	AB #1
SCALE 2							
STUDENT-STUDENT	CONTROL	VPAC	IGE	ALCE	PLAN	ILC	AB #1
SCALE 3							
STUDENT-TEACHER	IGE	ILC	VPAC	CONTROL	PLAN	AB #1	ALCE
SCALE 4							
STAFF RELATIONSHIPS	IGE	ALCE	ILC	CONTROL	PLAN	VPAC	AB 1

Schools which do not differ significantly are underscored. Those schools not underscored by the same line were found statistically different at the .05 alpha level. At each scale the schools are in rank order with the highest score listed on the right.

SCHOOL CLIMATE

STAFF SURVEY

Staff Survey

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ESAA MAGNET/PILOT PROGRAM STAFF SURVEY

INTRODUCTION

In February, 1977, a survey was administered by the Division of Evaluation to teaching and administrative staff in all St. Louis schools involved in the ESAA Magnet and Pilot Programs. Those surveyed included principals, assistant principals, coordinators, counselors, teachers, teacher aides, and classroom volunteers. The basic purpose of the survey was to determine the general status of the various projects in terms of the perceptions of those most closely involved in their implementation. Major areas of interest which were covered in the survey included success of the program, problems encountered, support of the program from within and outside of the school, particularly positive and negative aspects of working in the program, and suggestions for improving various aspects of the program. A summary of the major findings of the survey is given below:

Summary of Findings

- The most severe problems reported by the staff were in areas relating to basic program inputs.

  Of these, transportation stood out clearly as the most severe problem perceived by staff of the Magnet Schools.

  Some problems were perceived with equal severity by magnet and pilot staff members. These included: basic supplies; basic equipment; furniture; special supplies; and 2-week advanced scheduling

  Problems which were perceived as more severe by magnet than by pilot staff included transportation; textbooks; instructional equipment and supplies; special equipment; and library.

- In general, staff of the ESAA program perceived themselves as having been moderately successful in implementing their program this year.

- Staff of the Magnet rograms, however, perceived themselves as successful to a greater extent than staff of the Pilot Programs.

- The majority of the staff reported an increase in the time spent working after regular school hours. Magnet staff appeared to have a greater increase in the time expended than did pilot staff.

- Both magnet and Pilot staff perceived positive changes in students, though the perceived changes were greater for magnet than for pilot staff members.

- Magnet and pilot staff had equally high perceptions of support for the program from various community groups.

- Parent participation was viewed as being greater than observed in previous years in non-magnet/pilot schools, but to a greater extent by Magnet than by pilot staff members.

- There were differences among the Magnet Schools on a number of the survey measures, such that some programs clearly indicated higher severity of problems and lower degrees of success than others.

- Three Magnet Programs (Visual and Performing Arts High School, Visual and Performing Arts Center, and Individually Guided Education) were perceived as being most successful by their staffs. The Academy of Math and Science had the lowest perceived degree of success.

- Staff members at the Individually Guided Education school and at Academy of Basic Instruction #1 (Mallinckrodt school) reported the highest degree of satisfaction. No schools stood out clearly as lower than the others in this area.

- Negative student behaviors (disruptiveness and destruction of property) were perceived as having decreased the most at Academies of Basic Instruction #2&3 (Ford and Field Branch Schools) and at the Visual and Performing Arts High School. Staffs at PLAN and IGE saw the least amount of decrease in these behaviors over previous years.

- Four programs (Academy of Math and Science, Action Learning and Career Education Center, Visual and Performing Arts High School, and Visual and Performing Arts Center), reported the greatest severity of problems in obtaining the physical prerequisites (materials, supplies, etc.) for implementing a program. The two Academies of Basic Instruction reported the lowest severity of problems in this area.

- Although few staff members in any school reported severe problems in the area dealing with interpersonal relationships, the Academy of Math and Science appeared to have relatively more serious difficulty in this area than the other schools.

METHOD

Construction of the survey form was a collaborative effort of the ESAA evaluation staff. Survey items were developed to cover the following aspects of the program:

- Success
- Satisfaction
- Time Commitment
- Student Characteristics
- Problems Encountered
- Support for the Program
- Parent Participation

In addition, several open-ended questions were used to elicit comments regarding particularly worthwhile and particularly frustrating parts of the program as well as suggestions for improvement in various areas.

Two forms of the survey were developed, one for teaching staff (including teacher-aides) and one for administrative staff (including principals, assistant principals, administrative assistants, coordinators and counselors). The differences between the two forms were very small, with the great majority of the items identical. There were several items on the administrators' form (dealing with ESAA and Central Administration) which were not on the teachers' form, and several items on the teachers' form (dealing with the principal) which were not on the administrators' form. Copies of the survey forms are included as Appendix A and Appendix B to this report.

All of the surveys were completed anonymously. Teachers were asked to indicate only the school and the grade level in which they taught,with no other identifying information. Administrators were asked to indicate only the program (Magnet or Pilot) and their position (principal, assistant principal, or coordinator). Thus, it was not possible to analyze any of the administrators' responses separately by school.

Although not having the ability to look at administrators' responses by school put some limitations on the interpretation of the data, the procedure that was followed did provide maximum assurance that the staff would be frank and candid in their responses.

The survey forms were sent out to all Pilot and Magnet schools at the end of January and completed during the month of February. Totals of 35 administrator and 205 teacher forms were returned. Responses were then punched onto computer tab cards and analyzed using computer facilities of the St. Louis Board of Education.

RESULTS

Analyses of the data were performed at three different levels. First, responses of all respondents were summarized to obtain a global picture of staff perceptions of the overall ESAA project. Second, responses of magnet and pilot staff members were separated and compared to determine what, if any, differences there were. Finally, comparisons were made among schools to determine what consistent differences appeared at that level. Actually, a fourth set of analyses were performed to contrast the responses of administrative and teaching staff, but these differences were so slight that it can safely be concluded that teachers and administrators were largely in agreement with respect to the strengths and weaknesses of their programs.

The following sections of this report present and discuss the results of these analyses. For clarity of presentation, discussions of the results are organized according to the different aspects of the program which were delineated in the METHODS section. A summary of these areas and the items used to tap them are presented in Table 1. Separate discussions are presented for each of the three levels of analysis mentioned above.

TABLE 1

Survey Items Covering Different Areas of the ESAA Project

Area	I T E M S	Response Categories
. Success	Indicate how successful you feel the Magnet/ Pilot Program is in:	
	a. Providing a quality education	("Unsuccessful"; Slightly Successful"; "Moderately Successful"; "Very Successful")
	b. Reducing racial isolation	
	c. Providing a unique curriculum	
	d. Maintaining positive relationships between members of different races	
. Satisfaction	How satisfied are you with your Magnet or Pilot Program?	("Very satisfied";"Satisfied"; "Dissatisfied";"Very Dissatisfied")
	Compared to previous school assignments, my professional satisfaction this year is:	"Greater"; "About the same"; "Less")
	Are you considering a transfer next year?	("Yes"; "No")
	If you had it do over, would you work in this program again?	("Yes"; "No")
. Time Commitment	Compared to previous school assignments, I am putting in ___ after school hours working	("More"; "About the same"; "Less")
	On the average, how many hours a week do you work now over and above what you worked in your last school?	("None"; "1-5"; "6-10"; "11 or more")
. Student Characteristics	Compared to other students I have taught, my students are:	("More Enthusiastic"; "About the same"; "Less Enthusiastic)
	Destruction of school property is _____ than in other schools I've taught in.	("Greater"; "Same"; "Less")
	Compared to my previous experience, students in this school are:	("More"; "Same"; "Less Disruptive")
	The general ability level of students in this school is _____ than other schools.	("Higher"; "Same"; "Lower")
. Problems Encountered	a. Implementation	
	Indicate the extent to which you and your school have experienced problems with:	
	Transportation	("No Problem"; "Slight Problem"; "Moderate Problem"; "Severe Problem")
	Textbooks	"
	Basic supplies	"
	Basic equipment	"
	Furniture	"
	Instructional equipment and supplies	"

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Area	ITEMS	Response Categories
E. Problems Encountered (cont.)	Special supplies	("No Problem"; "Slight Problem"; "Moderate Prob "Severe Problem")
	Special equipment	"
	Library	"
	Two week advanced scheduling of field trips and other enrichment activities	"
	b. Interpersonal Relationships	
	My relationships with teachers	"
	My relationships with students	"
	My relationships with parents	"
	My relationships with school coordinators	"
	My relationships with other ESAA coordinators	"
	Behavior of students	"
	Ability of students	"
	Racial tension/hostility among the students	"
	Racial tension within the staff	"
F. Support for the Program	How supportive do you think that:	
	the community has been of the Magnet/Pilot Programs?	("Very Supportive"; "Sup tive"; "Unsupportive"; "Very Unsupportive")
	the school community has been of the Magnet/Pilot Programs?	"
	the central administration has been of the Magnet/Pilot Programs?	"
	the Board of Education has been of the Magnet/Pilot Programs?	"
	The Magnet Office has been of	
	a. the Magnet/Pilot Programs?	"
	b. the Magnet/Pilot Program at your school?	"
	Other staff members are of the Magnet/ Pilot program in your school?	"
	You are of the Magnet/Pilot program in your school?	"
G. Parent Participation	Compared to past schools I have worked in, parents participate:	
	a. in school activities	("More"; "About the Same "Less")
	b. in classroom activities	"
	c. in PTA or PAC activities	"

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Level I

How do participants perceive the status of the program?

The responses of all those who completed survey forms are summarized in Table 2 in terms of percentages of respondents in different categories for each item. The response patterns reveal several points:

A. The majority of teachers and school administrators perceive their programs as having been at least moderately successful in the areas of providing quality education, reducing racial isolation, providing a unique curriculum and promoting positive relationships between races. It is noteworthy, however, that substantial proportions of staff members (ranging from 16% to 36%) viewed the programs as unsuccessful or only slightly successful in these four areas.

B. Although a majority of the respondents answered positively to questions concerning their levels of satisfaction, there were still sizeable proportions of personnel who were dissatisfied:

- 83% were Satisfied or very Satisfied with the program in their school; 16% were dissatisfied, and 1% were very dissatisfied.
- Almost half (49%) reported that their level of professional satisfaction this year was greater than in previous assignments; but 20% reported that it was less.
- 11% reported that they have considered a transfer for next year; 89% have not.
- 10% said that they would not work in the program again; 90% said that they would.

C. Time

- The majority of teachers and school administrators reported a definite increase in the number of hours worked after school. Of those responding, 62% indicated that they worked more this year than the previous year. Weekly, 44% worked 1-5 hours more, 28% worked 6-10 hours more and 10% worked at least 11 additional hours.

D. Although the staff tended to view students as more enthusiastic, and less destructive and disruptive than other students they have had, they also tended to perceive student ability levels as somewhat lower than those of students in other schools.

- 40% reported student enthusiasm this year as higher than that of other students they have had; 11% said it was lower.
- 55% reported that there was less destruction of school property than in other schools; only 9% said that there was more.

Table 2 - Percentages of Total Group in Different Response Categories on Mid-year Survey

Area	Item	Least Positive Category	%	Category	%	Category	%	Most Positive Category	%
A. Success	Success in:								
	a. Providing quality education	Unsuccessful	4	Slightly Successful	12	Moderately Successful	47	Very Successful	37
	b. Reducing racial isolation	"	18	"	18	"	36	"	28
	c. Providing a unique curriculum	"	7	"	16	"	33	"	43
	d. Maintaining positive relationships between the races	"	7	"	19	"	36	"	38
B. Satisfaction	How satisfied are you with your program?	Very Dissatisfied	1	Dissatisfied	17	Satisfied	57	Very Satisfied	25
	Professional satisfaction	Less	19	About same	32	Greater	48		
	Are you considering a transfer?	Yes	11	No	89				
	Would you work in the program again	No	12	Yes	88				
C. Time	After school hours	Less	3	About same	35	More	62		
	Extra hours per week	None	19	1-5	44	6-10	28	11 or More	10
D. Students	Enthusiasm	Less	12	About same	50	More	39		
	Destructiveness	Greater	9	Same	36	Less	55		
	Disruptiveness	More	17	Same	43	Less	40		
	General ability level	Lower	22	Same	71	Higher	7		
E. Problems									
	a. implementation								
	Transportation	Severe Problem	41	Moderate	30	Slight	16	No Problem	14
	Textbooks	"	30	"	26	"	27	"	18
	Basic Supplies	"	14	"	33	"	10	"	43
	Basic equipment	"	23	"	35	"	20	"	31
	Furniture	"	15	"	22	"	30	"	33
	Instructional equipment and supplies	"	33	"	23	"	18	"	26
	Special supplies	"	37	"	23	"	19	"	21
	Special equipment	"	37	"	23	"	19	"	21
	Library	"	24	"	19	"	19	"	38
	Advanced scheduling	"	6	"	12	"	27	"	56
	b. Relationships								
	with teachers	"	0	"	3	"	9	"	88
	with students	"	2	"	4	"	17	"	78
	with parents	"	0	"	1	"	7	"	93
	with school coordinators	"	3	"	2	"	6	"	90
	with other ESAA coordinators	"	2	"	0	"	6	"	92
	Problems with behavior of students	"	9	"	13	"	36	"	42
	Problems with ability of students	"	12	"	26	"	41	"	22
	Racial tension among students	"	1	"	2	"	19	"	78
	Racial tension within the staff	"	1	"	5	"	15	"	79
F. Support	How supportive are:								
	the community-at-large?	Very supportive	1	"	22	"	61	"	16
	the school community?	"	3	"	18	"	63	"	17
	central administration?	"	4	"	9	"	64	"	24
	Board of Education?	"	5	"	14	"	61	"	20
	magnet office of program in general?	"	2	"	4	"	54	"	40
	magnet office of your program?	"	2	"	6	"	52	"	40
	you of your program?	"	1	"	0	"	34	"	64
	other staff of your program?	"	1	"	2	"	46	"	52
G. Parent Participation	In school activities	Less	12	About same	49	"	39		
	In classroom activities	"	16	"	63	"	21		
	In PTA or PAC activities	"	14	"	44	"	42		

- 42% reported that students were less disruptive than other students they have had; 17% reported that students were more disruptive.

- 22% reported that student ability level was lower; 8% reported that it was higher.

E. By far the greatest problems perceived by the staff were in the areas of transportation and obtaining equipment and supplies. Interpersonal problems and racial tensions tended to be viewed as slight problems or no problems at all.

- The most serious problem area seemed to be transportation. This was reported to be a moderate or severe problem by almost three fourths (70%) of the staff.

- The categories of instructional equipment and supplies, special supplies, and special equipment (those things ordered especially for the ESAA programs) were rated as severe problems by 34%, 35%, and 36%, respectively, of the staff. An additional 22% to 25% of the staff saw these same areas as moderate problems. Thus combining these two categories (moderate problem and severe problem) indicates that more than one half the staff saw these areas as moderate or severe problems. Another area seen as a moderate to severe problem by more than 50% of the staff included textbooks (53%).

- In areas dealing with interpersonal relationships, the great majority of respondents indicated that there had been "No Problem":

  Relationships with parents (91%)
  Relationships with other ESAA coordinators (91%)
  Relationships with other teachers (88%)
  Relationships with school coordinators (88%)
  Relationships with the students (82%)
  Racial tension/hostility among the students (79%)
  Racial tension within the staff (77%)

  It should, however, be noted that of those seven areas, the last three listed do appear to be clearly different from the others. That is, although the data do not indicate serious problems in any of these areas, the three areas of relationships with students, racial tension among students, and racial tension within the staff do appear to be relatively greater problems than the other four areas listed.

- In two other areas (behavior of students and ability of students) problems appeared to be less serious than those associated with equipment and supplies, but more serious than in the interpersonal relationships areas. Behavior of students was rated a moderate or severe problem by 21% of the staff, and Ability of students was seen as a moderate or severe problem by 36%.

F. Perceptions of support for the programs from various groups tended to be rather high, though they varied from one reference group to another. Close to 100% of the staff indicated that they and other staff members at their schools were supportive or very supportive of the program (100% and 98%, respectively). Slightly smaller proportions (95% and 93%) rated the Magnet Office as supportive or very Supportive of the Magnet/Pilot Programs in general and their school program in particular. Smaller, but still quite high, proportions indicated support from the general community (80%), and the Board of Education (83%).

G. Parent participation in school activities and in PTA or PAC activities was viewed as somewhat greater than in past years;

- 41% felt that parents had participated more in school activities, while only 11% felt parent participation was less.
- 37% felt that participation in PTA or PAC activities was greater, and only 17% felt that it was less.
- Nearly equal proportions felt that participation in classroom activities was more (20%), less (17%) than in previous years.

Although the great majority of administrators and teachers in the Magnet and Pilot programs were satisfied with and felt that their programs had been at least moderately successful, there were also sizeable proportions of people who expressed disssatisfaction and lack of success. Judging from the responses of those who were surveyed, students seem to be better behaved and more enthusiastic than their previous students. By far the greatest problems were viewed in areas relating to what may be called program inputs, i.e., those physical things which have to be present before the program can be implemented. The more process-oriented aspects (relationships) did not show up as major problems at the time of this survey. Support of the program was perceived to be quite high, and parent participation in school-related activities was generally perceived as higher than in other places the staff had worked.

Level II

How do Magnet and Pilot Program staffs differ in their perceptions of the program?

Providing information relating to this question involves a comparison between responses of staffs in the Magnet Schools and those in the Pilot Schools. Like grading on the curve, such comparisons inevitably mean that someone comes out on top and someone comes out on bottom. In this case, however, the comparison has potential value in pointing out areas of relative strengths and weaknesses to help administrators focus on areas needing the most attention. Moreover, knowledge of areas in which there are no appreciable differences between the Magnet and Pilot Programs can also be useful.

A. Success

Differences in this area strongly favored the Magnet Programs. On all but one item on this scale, differences between Magnets and Pilots were statistically significant and in the direction of greater perceived success for staff in the Magnet Schools.

- Staff of the Magnet Schools more frequently rated "success in providing a quality education" as moderately or very successful than did staff of the Pilot Programs (86% vs. 73%); a similar relationship existed for "success in providing a unique curriculum" (80% vs. 62%).
- "Reducing racial isolation" is not a primary objective of the Pilot Programs. Therefore, no meaningful comparison can be made between the magnets and pilots for this item.

B. Satisfaction

- Almost four times as many magnet as pilot staff members indicated that they were "Very Satisfied" with the program in their school (31% vs. 8%).
- Also, a greater proportion of magnet staff members indicated that their level of professional satisfaction was greater this year (54% vs. 33% for Pilot staff members) than in previous assignments.
- However, there were no differences between magnet and pilot staff in the percentage considering a transfer or the percentage who would not work in the program again.

Although the differences on some of the "Success" measures are undoubtedly due to the different contexts of the Magnet and Pilot Programs (since the Pilot Programs are located in schools in which all, or very nearly all, students are Black, the reduction of racial isolation in those schools is, by definition, impossible),

the differences noted on provision of quality education and a unique curriculum, as well as those on the "Satisfaction" items represent substantive differences between staff perceptions of the Magnet and Pilot Programs. The differences do not mean that the Pilot Programs are viewed as unsuccessful and unsatisfying by the staff, but that the magnet staff perceives a higher degree of success and satisfaction than does the pilot staff.

C. Time

Staff of the Magnet Schools tended to perceive an increased time commitment to a greater extent than did pilot staff.

- 69% of the magnet staff indicated that they spent as much or more time working after school hours, as opposed to 46% of the pilot staff.
- Although the magnet/pilot difference in number of additional hours worked fell just short of statistical significance, it was in the direction of greater extra hours for magnet staff.

D. Perception of students

There were also significant differences between magnet and pilot staff in their perceptions of the students.

- A much greater proportion of magnet than pilot staff viewed their students as more enthusiastic this year (46% vs. 19%).
- Although both magnet and pilot staff tended to view students as less destructive this year, the magnet staff much more frequently saw students as less destructive than did the pilot staffs (64% to 25%).
- On the average, staff of the Pilot Projects viewed students as neither more nor less disruptive than in past years; magnet staff however, viewed students as considerably less disruptive.
- There were no differences between magnet and pilot staff in their perceptions of the level of student ability compared to past years.

Staffs of the Magnet Schools perceived more of a positive change in students from last year (1975-76) to this year (1976-77) than do staffs of the pilot schools, though both magnet and pilot staffs perceive something of a decline in student ability.

E. Problems Encountered

1. Implementation Problems

There were statistically significant differences between Magnet and Pilot Program staffs on five of the ten survey items in this area (problems with transportation, textbooks, instructional equipment and supplies, special equipment, and library). In all five cases the differences were in the same direction, indicating greater severity of problems for Magnet than for Pilot Programs. The differences in these items, however, appear to be attributable to differences in the contexts of the two programs. Since magnet schools draw students from all over the city while pilot schools are essentially neighborhood schools, it comes as no surprise that transportation problems are greater for magnet than for pilot schools.

Another major difference is that the Pilot Programs were placed in schools that already existed while several (though not all) the Magnet Programs were located in buildings that had not previously existed as separate entities within the St. Louis Public School System. Both of the magnet high schools and the Visual and Performing Arts Center, for example, "started from scratch," with little or no basic equipment, texts, supplies and library materials carried over from previous years.

Although the difference between Magnet and Pilot Programs in this area may not be surprising, their importance should not be minimized. The fact that the differences exist, or more importantly, that the problems in these areas were substantial for both Magnet and Pilot Programs, does indicate that the school system's means for dealing with problems in these areas did not work well. Even though these problems may have adversely effected the extent of program implementation that was possible during the first year, the magnitude of these problems also has implications for the second year of the project, since three of the current Magnet Programs (VAPHS, VPAC, and Academies #2 & 3) will be moving to new sites, and one new Magnet Program (Business and Office High School) will open. Although it is beyond the scope of this particular report to document the reasons for the difficulties, it is important to note that without some attention being being paid to alleviating these problems, it is very likely that they will recur.

2. Relationships

On only one of the nine items dealing with relationships was there a significant difference between Magnet and Pilot Schools. "Behavior of students" was identified as a problem more frequently by magnet than by pilot staff. There appears to be something of a contradiction in the responses, in that magnet staff perceived students as less disruptive than did pilot staff, but also indicated a higher degree of problems with behavior of students. While there is not definitive evidence to resolve this apparent discrepancy, several of the Magnet school principals have expressed concern during the year that they seemed to have a disproportionate number of students who exhibited disruptive behavior. Whether such students were referred to the magnets from other schools which had exhausted their own means for dealing with the problems or were placed there by parents who perceived the magnets as offering more latitude of behavior than the regular public schools, their presence in even relatively small numbers could account for somewhat greater incidence of behavior problems in the magnets, even though the greater majority of students adjusted very well to the magnet school environment. It should be emphasized that this presence of "problem students" in greater than expected numbers in magnet schools has not yet been documented, but is discussed here only as a possible explanation to account for the apparent contradiction in the data.

F. Support

Perception of Support

There were no differences between magnet and pilot staff on any of the items pertaining to perceived support of these various community and school groups. Thus, the high level of perceived support reported earlier in the general summary section applies to both magnet and pilot staff.

G. Parent Participation

There were also some differences between Magnet and Pilot staff in this area.

- A greater extent of parent involvement in school activities and in PTA-PAC activities was seen by magnet staff members.
- There was, however, no difference in perceived participation of parents in classroom activities.

Summary

Although many of the magnet-pilot differences reported are explainable in terms of differences in the contexts of the two programs, most of the differences represent real or substantive differences in the way the programs are perceived by the staff. Moreover, the observation that pilot staff tended to perceive fewer problems than did magnet staff, coupled with the pilot staffs' lower degree of perceived success and satisfaction are probable indicators that the Pilot Projects may be having more difficulty in meeting their objectives than are the Magnet Programs.

Level III

How do the staffs of the various magnet schools differ in their perceptions?

At this level of analysis, the data can point to relative strengths and weaknesses of the programs in different schools. As discussed earlier in this report, the kind of comparison made here has an inherent limitation in that some programs have to come out on the bottom, regardless of the level of the group average. The value of the comparisons, though, lies in their ability to indicate which programs may need additional attention in certain areas. For example, the magnet staff in general may perceive the severity of problems with respect to racial tension among the staff as quite low; but if there is one school in which this problem is perceived as more severe than it is in the other schools, that school clearly needs some assistance in dealing with the problem.

Nine agnet schools are included in this analysis. The Spanish Bilingual program at Mullanphy School was not included because only the principal and one teacher are actually involved with the Magnet Program and this is too small a number on which to base meaningful comparisons. Responses were combined for Academies of Basic Instruction #2 and #3 (Ford and Field Branch Schools) since the two buildings actually represent one administrative unit and inspection of the data revealed that responses from staff of the two buildings were, in fact, very similar.

School by school comparisons among schools having Pilot Programs were not possible, due to small numbers of respondents from individual schools. It should be noted that, unlike the magnets which involved the entire school staff, the Pilot Programs were special programs added on to the regular school curriculum. Thus, in most cases the only staff members in the pilot schools who would have direct knowledge of the program would be the principal and one or two teachers, and these represent too small a number on which to base meaningful comparisons among schools.

The data for the Magnet schools included in these analyses are represented graphically in figures grouped according to the areas covered in the survey. The graphs have been designed to be as self-explanatory as possible. Each school is identified by an abbreviation of its title. A key to these abbreviations is given below.

Key to Program Abbreviations

Abbreviation	Program	School
PLAN	Program for Learning in Accordance with Needs	Ames
AMSHS	Academy of Mathematics and Science	DeAndreis
ABI #2&3	Academies of Basic Instruction	Ford & Field
ALCE	Action Learning and Career Education	Madison
ABI #1	Academy of Basic Instruction	Mallinckrodt
VPAHS	Visual and Performing Arts High School	O'Fallon
VPAC	Visual and Performing Arts Center	St. Wenceslaus
ILC	Investigative Learning Center	Stix
IGE	Individually Guided Education	Wade

A. Success

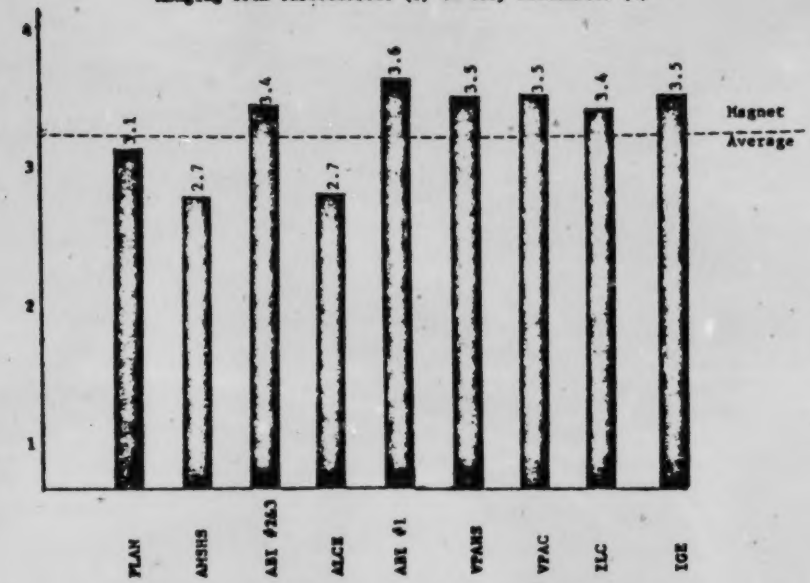
Mean ratings for each school on the four "success" items are graphed in Figure 1. Note that on each item the magnet average is above 3, which corresponds to the "Moderately Successful" category. The individual schools, however, vary above and below the magnet average and from item to item.

The dispersion, or spread, among the schools was slight on the quality of education item ("Success in Providing a Quality Education"). Six programs (ABI #2&3, ABI #1, VPAHS, VPAC, ILC, and IGE) had virtually identical averages, while PLAN was slightly below this group and AMSHS and ALCE were the two programs with the lowest average rating.

With respect to "Providing a Unique Curriculum" there was considerably more variation in the ratings among schools. The two creative arts schools (VAPHS and VPAC) rated themselves the highest, followed closely by IGE and PLAN. The Academy of Math and Science had the lowest average rating. There was also a considerable amount of dispersion on the "Reduction of Racial Isolation" item. IGE and VPAC saw themselves as most successful in this regard. Five other programs (PLAN, ALCE, ABI #1, VPAHS, and ILC) were grouped closely together near the magnet average. The low ratings for the other two schools (AMSHS and ABI #2&3) may simply reflect objective reality. At the end of the school year, 95% of the students at Field and Ford Branches were black;65% of the student population at the Academy of Math and Science were black. Thus the Ford and Field Branch schools were still racially isolated to a very large extent; and DeAndreis, though having a better proportionate representation of races, was still far from

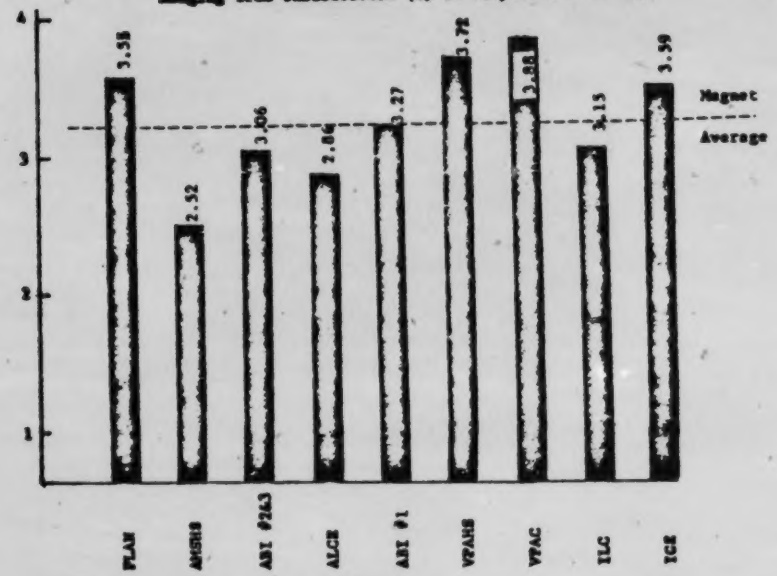
a. Providing Quality Education

School Average on a Four-Point Scale
Ranging from Unsuccessful (1) to Very Successful (4)



c. Providing a Unique Curriculum

School Average on a Four-Point Scale
Ranging from Unsuccessful (1) to Very Successful (4)



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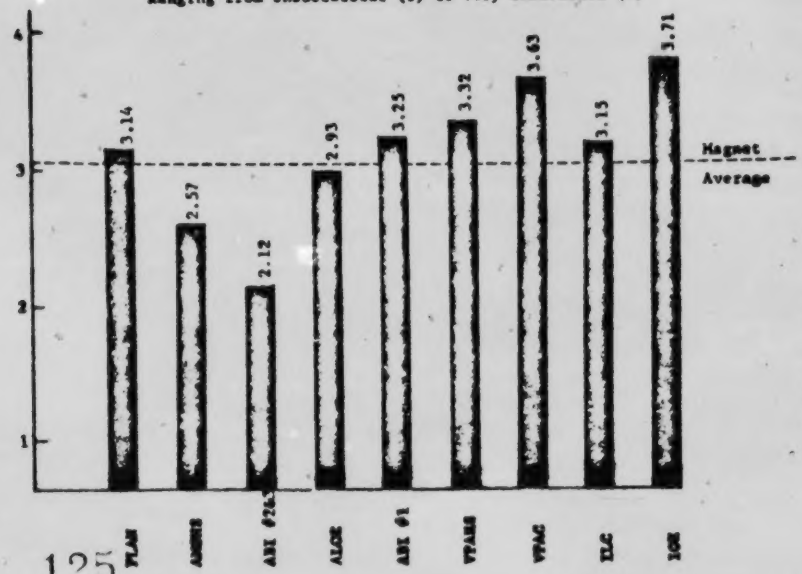
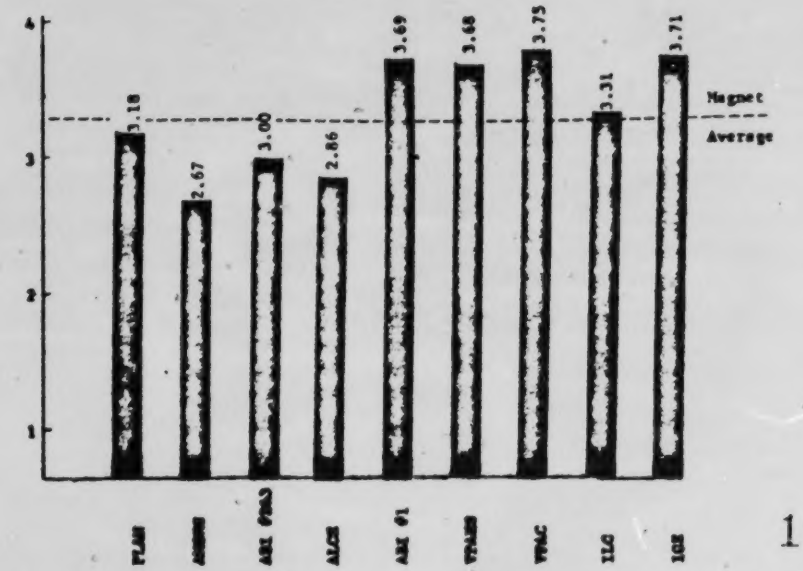
b. Reducing Racial Isolation

School Average on a Four-Point Scale
Ranging from Unsuccessful (1) to Very Successful (4)



d. Maintaining Positive Relationship Between Races

School Average on a Four-Point Scale
Ranging from Unsuccessful (1) to Very Successful (4)



having a 50/50 ratio of black to white students.

It is something of a curiosity, however, that although the Visual and Performing Arts High School reflected racial proportions which were virtually identical to those of AMSHS, the staff at VAPHS rated itself much higher on the reduction of racial isolation. Thus what appears to be essentially the same situation was perceived quite differently by the staff of the two magnet high schools.

Finally, the last "Success" item, "Maintaining Positive Relationships Between the Races, showed four programs (ABI #1, VPAHS, VPAC, and IGE) clustered together with very high averages, with the other five schools spread out below them; AMSHS and ALCE were the two lowest.
Since the racial proportions at ABI #2&3 were so different from those at the other schools, the ratings for maintenance of positive relationships between races are almost impossible to interpret. The fact that the average for this school is below the magnet average may be a negative indicator, but, on the other hand, the fact that this rating is relatively higher than the rating for reduction of racial isolation may be a positive indicator. The most defensible position to take is that, due to the very large differences in black to white ratios between ABI #2&3 and the other schools, the data simply are not comparable on this particular item.

Summary

A very important caution to note here is that these data reflect the opinions and subjective perceptions of the staff in the various magnet schools. They may or may not agree with more objective measures of student achievement or relationships. This is not to minimize the importance of the survey data. The feelings and attitudes that a school staff has certainly are affected by the things that happen in and to the school.

The ratings were generally consistent across the four items. That is, staffs which rated themselves high on "Quality Education" also rated themselves high on the others. Considering all the ratings together, three schools which consistently saw themselves as most successful were VPAC, VAPHS, and IGE. Three schools (ABI #1, ILC, and PLAN) were grouped together in the middle, two more (ABI #2&3 and ALCE) were clearly below the magnet average but very close to each other, and the AMSHS staff consistently had the lowest perception of success.

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B. Satisfaction

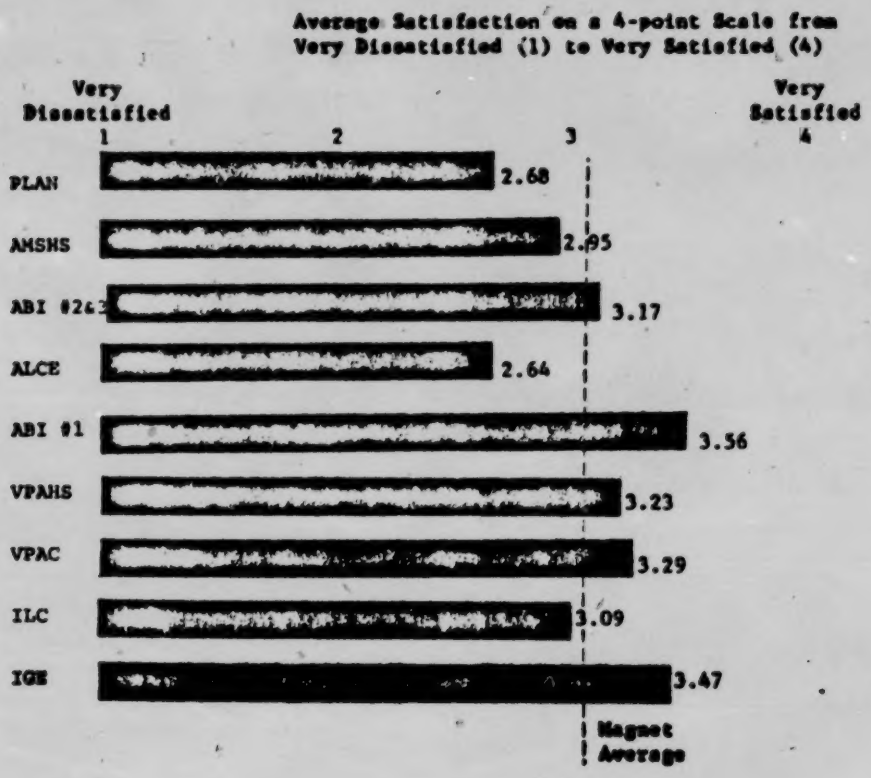
Graphs are included for the satisfaction items on which ratings differed significantly among the schools. Averages are presented in Figure 2 for two items (How satisfied are you with your program? and Professional satisfaction compared to previous assignments). These data are consistent in some ways with the success ratings given above, and in other ways are not. IGE and VAPHS, which both rated high on the success measures, also rated themselves above the magnet average on satisfaction with the program and professional satisfaction. The staff at VPAC, however, who rated themselves very high on the success measures and were above the magnet average on the general satisfaction item, were very low on professional satisfaction, being the only ones showing a net decrease over previous assignments. Academy #1, which was near the middle on the success measures, was very high on both satisfaction items. ILC maintained about the same relative position on both satisfaction items as it had on the success items, while PLAN was slightly lower on satisfaction than it was on success. Of the three schools which were lowest on the success items, ABI #2&3 was somewhat higher on satisfaction, ALCE maintained the same relative position, but AMSHS was considerably higher on the satisfaction measures, being very close to the magnet average on both items.

C. Time

Figure 3 presents the average increase in hours worked per week over previous assignments. Note that this is not hours worked after regular school hours, but after school hours which are over and above the after school hours which staff have worked in previous assignments. It is also an estimate obtained from the staff, so may be slightly over-or under-inflated. According to the data in Figure 3, in all Magnet schools at least some of the staff reported an increase in hours worked over their previous assignments. The largest increase (an average of 10 hours) was reported at ALCE; the lowest increase reported was at ABI #2 & 3 (an average of 2½ hours). With the exception of two programs, these data are consistent with the success and satisfaction averages, in that those which were relatively high on success and satisfaction were also relatively high on extra hours. The two exceptions are ALCE and VAPHS. Staff at ALCE, which reported relatively low degrees of success and satisfaction, also reported the greatest amount of extra hours; staff at

Figure 2. Average Ratings on Measures of Satisfaction

a. Satisfaction with Program



b. Professional Satisfaction

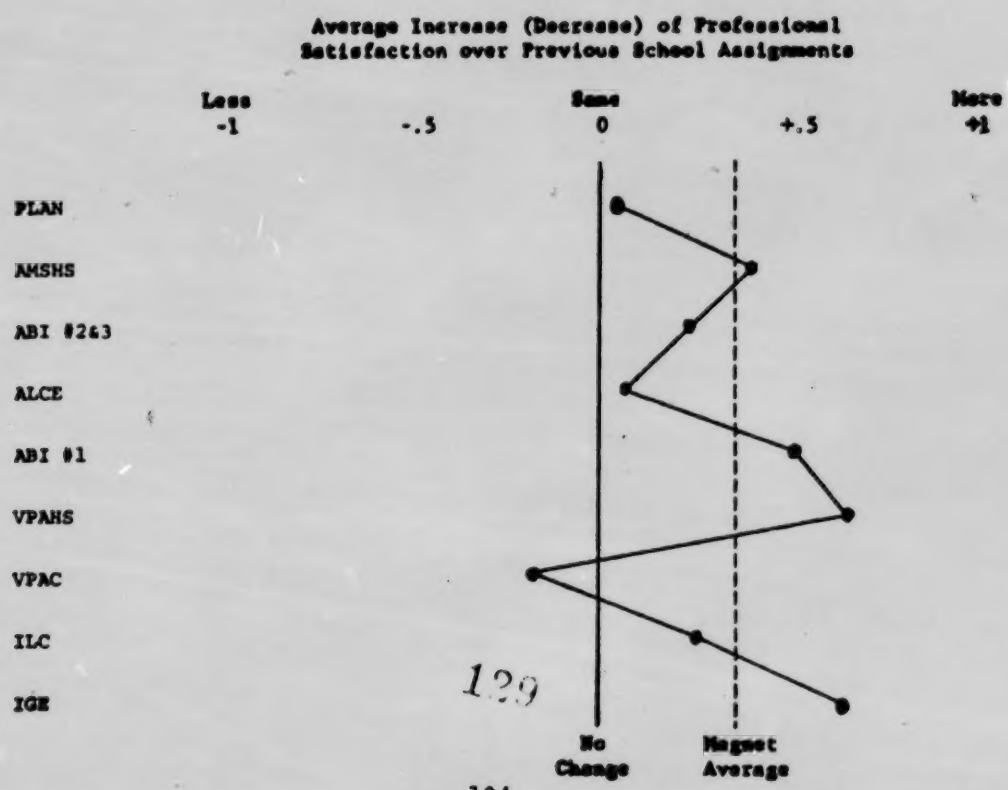


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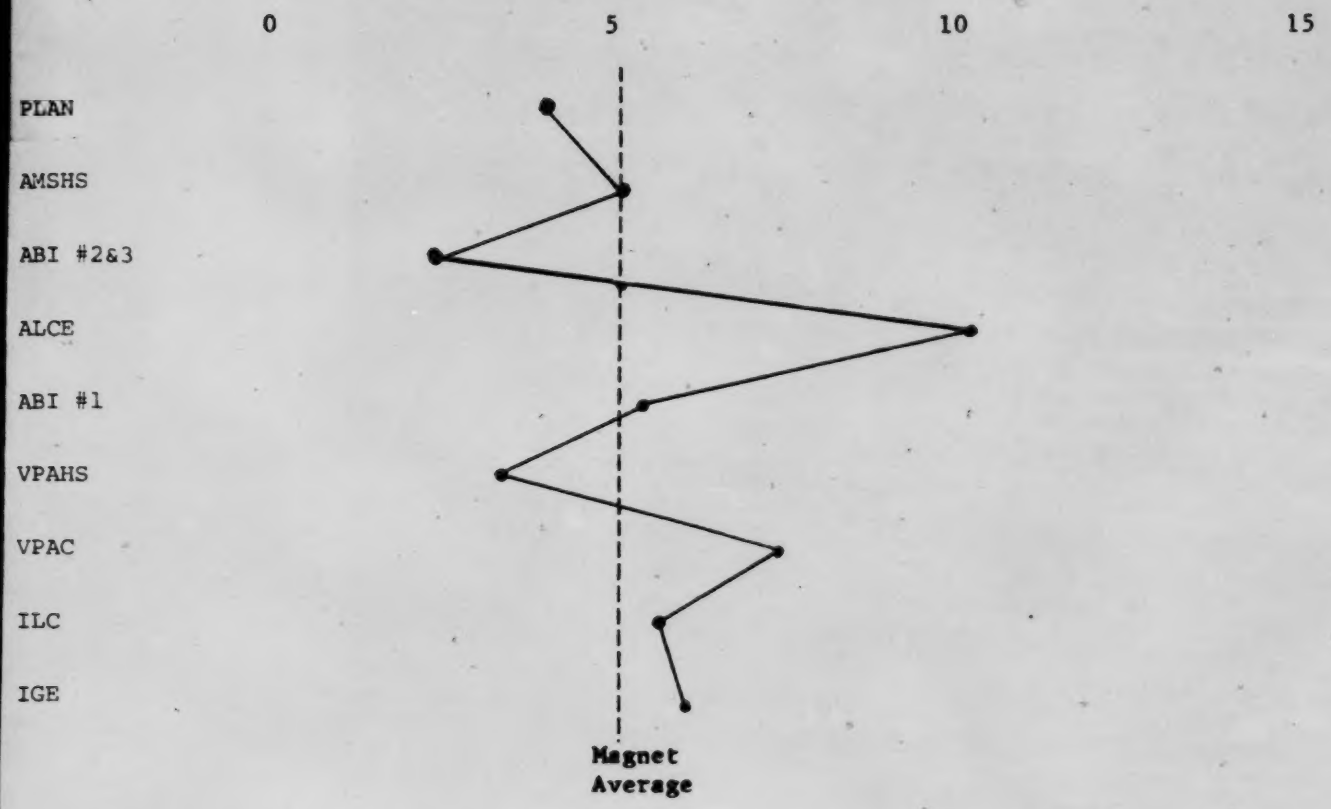
Figure 3.

Average Increase in Hours Worked Per Week Compared to Previous Assignments



VAPHS, which had been high on success and satisfaction, reported a low amount of increased time. Thus, although perceived success and satisfaction seem in general to be positively associated with time (and effort) commitments, there were two notable exceptions. In one case, a high time commitment did not lead to high perceptions of success and satisfaction; in the other, high success and satisfaction occurred without an apparent overburden.

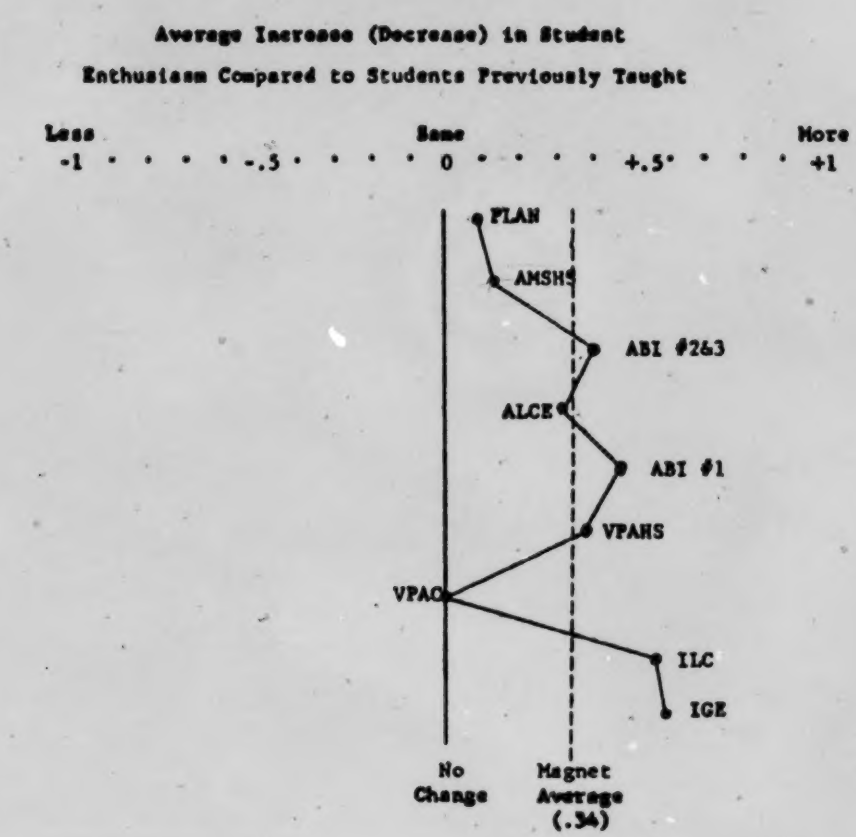
D. Students

School averages on items measuring staff perceptions of students are reported in Figures 4 and 5. Figure 4 (Student Enthusiasm and Student Ability) can be read such that points to the right of the zero point represent positive perceptions (that is, increased enthusiasm and ability are presumably positive situations). Figure 5 (Disruptiveness and Destruction of School Property) should be read in just the opposite direction. That is, values to the left of the zero, or "no change," point represent decreases in negative behaviors.

On the positive behaviors (Figure 4) the pattern of school averages is somewhat similar for both items (enthusiasm and ability), though much more widely spread on enthusiasm than on ability. The biggest difference is that the magnet average was above the zero point on nthusiasm, representing a general perception of increased enthusiasm, but was below zero on ability, representing a perception of a decrease. On both items, ILC and IGE were the two highest, and VPAC was lowest. The other schools were not well-differentiated on the ability item, all being very close together. But on enthusiasm they appear to differentiate into two groups. One group consisting of ABI #1, ABI #2&3, VAPHS, and ALCE, are clustered together around the magnet average; the other group (AMSHS and PLAN) was well below the magnet average.

On the negative behaviors (Figure 5) there was a large spread among the schools with respect to both disruptiveness and destruction of property. On both items, the magnet average indicated a general perception of decreases in these negative behaviors, with ABI #2&3 and VAPHS showing the most positive perceptions. Staff at PLAN perceived almost no change on both items. Oddly, the staff at VPAC indicated a decrease in destruction to school property which was very close to the magnet average, but a slight <u>increase</u> in disruptiveness.

Figure 4. Staff Perceptions of Student Ability and Enthusiasm



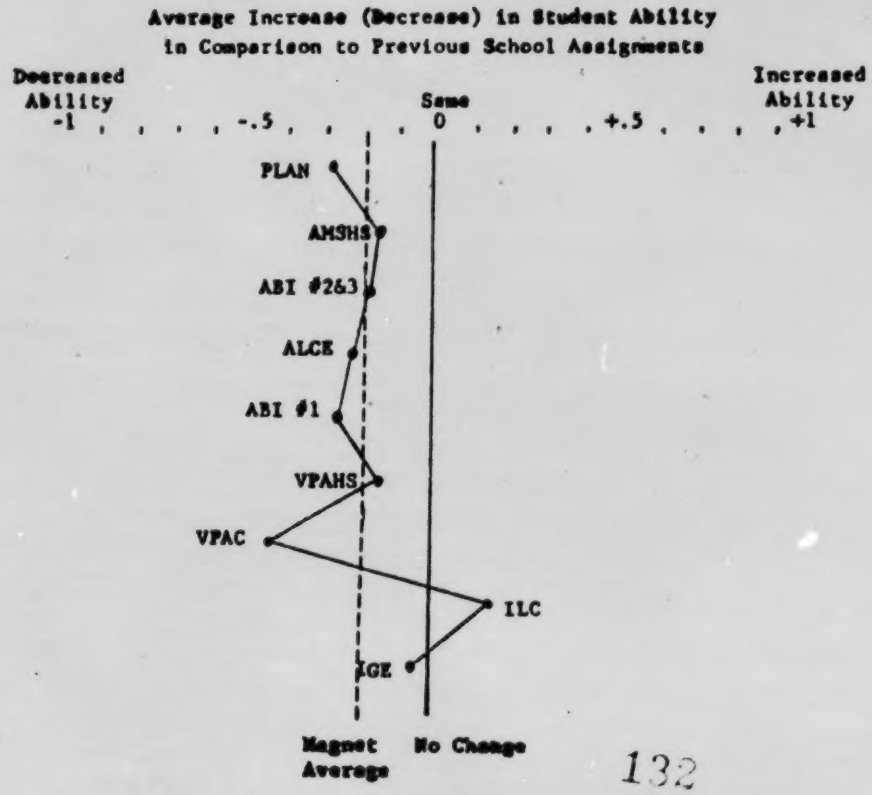
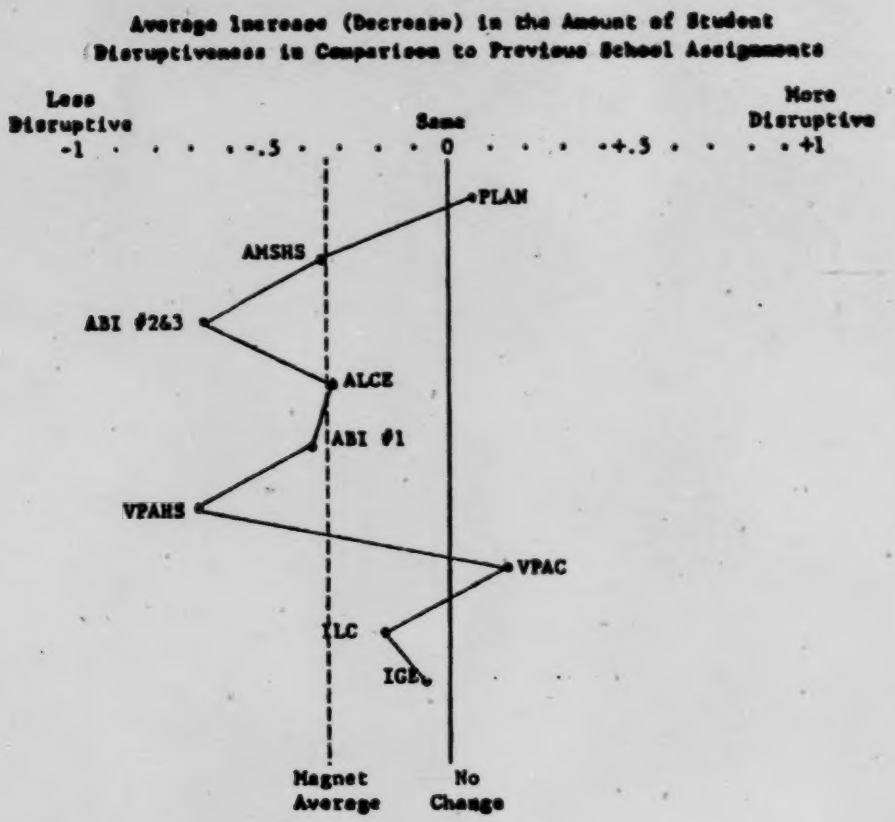
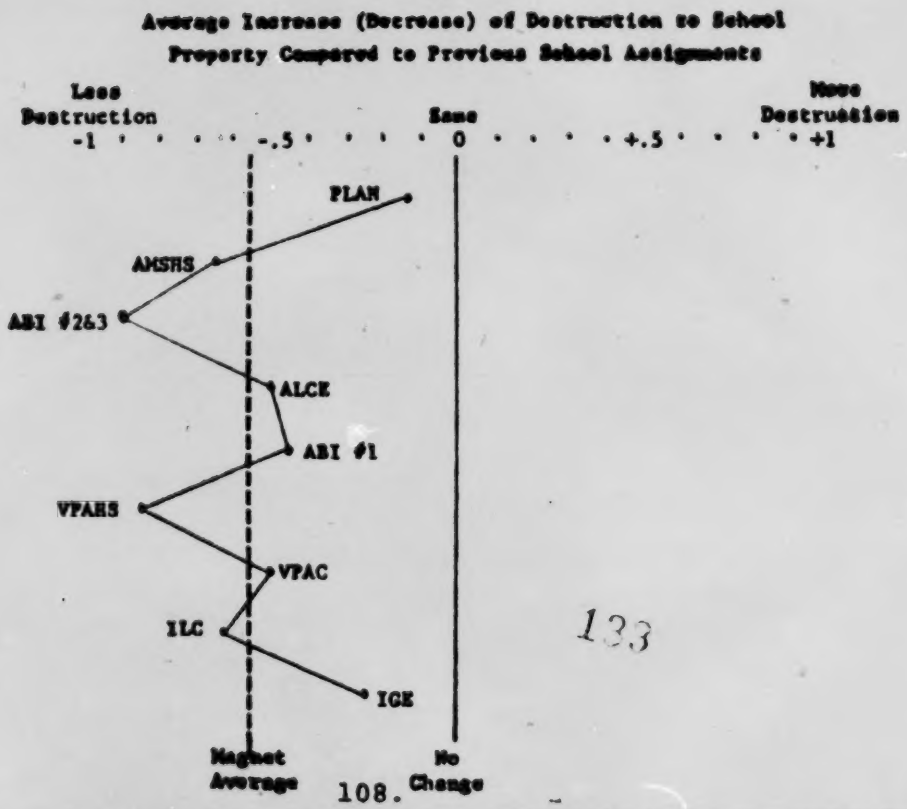


Figure 5. Staff Perceptions of Student Disruptiveness and Destructiveness

a. Disruptiveness



b. Destructiveness



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E. Problems

Presentation of the graphs of school data in the problem areas departs somewhat from the procedures followed in above sections of this report. Rather than school averages, what is reported here are the percentages of staff whose responses fell into specified categories. It is hoped that the mode of presentation chosen will provide a clearer representation of the data than a simple presentation of averages would. Also, the graphs of the separate items have been grouped according to the general severity of the problem as indicated by the staff.

There was tremendous variation in the extent to which the different areas were reported to be problems of one level or another, from ransportation (which was reported to be a moderate or severe problem by 83% of the magnet staff) to Staff relationship with the Principal (which only 6% of the staff reported as a problem of any degree). In order to get the clearest and most meaningful differentiation among the schools, it was necessary to combine response categories. Thus for some items the graphs report combined percentages of responses in the moderate and the severe problem categories, and for some (notably the less severe problems) it was necessary to combine all three of the problem categories (slight, moderate, and severe). Since this combining or collapsing of categories was done strictly for the purpose of enabling the relative comparisons among schools to be more meaningful, it introduces no systematic bias into the data, such that the Magnet Program might be made to appear better or worse than it really is.

The graphs for each of the specific problem areas will not be discussed separately. They are presented in rank order (from the most to the least severe problem) in Figures 6-8c.

Figure 10 is a summary graph, representing averages of the percentage of staff members marking severe or moderate problem to the 10 items dealing with the basic requisites for program implementation. It thus provides a general picture of the severity of problems perceived by the staff of each school. At this level, there is considerable differentiation among the schools. Four of the programs (VPAC, VPAHS, AMSHS, and ALCE) appear to stand out as having experienced the most severe problems across a number of areas. Three others (IGE, PLAN, and ILC) reported lesser, but still substantial, degrees of problems.

The two Academies of Basic Instruction clearly reported a much smaller degree of problems than the other magnets.

Figure 10 is a similar summary of responses to the other 10 problem items, those dealing with different aspects of interpersonal relationships. As has already been discussed in earlier sections of this report, the severity of problems perceived by the staff in this area was dramatically lower than the severity of problems in the implementation area. In fact, so few people indicated any degree of problem in this area that it is virtually impossible to detect any differences among the schools. There did, however, appear to be some small differences among the schools. Staff at AMSHS reported the highest severity of problems in this area; PLAN, ALCE, and ILC were somewhat lower than that; and the remainder of the schools reported negligible levels of problems.

F. Support

There were three items (out of eight possible) on which perceived support differed among the magnets. Graphs showing the percentage of staff members responding "Supportive" or "Very Supportive" to these three items are presented in Figure 11. On the first of these figures, the range of school proportions was quite large, from a low of 33% at VPAC to a high of 100% at ABI #2&3. Several other schools (notably PLAN, ILC, and IGE) were quite high in their perception of support from the community-at-large. In fact, in all of the schools except VPAC, a clear majority of the staff viewed the community-at-large as basically supportive of the program.

The other two figures do not indicate as wide a dispersion. In eight of the nine schools, the central administration was viewed as supportive by at least 80% of the staff. Even in the lowest school (VAPHS) a clear majority of the staff gave indication of perceived support from Central Administration. A somewhat smaller degree of support was seen as coming from the Board of Education. Two schools (VAPHS and VPAC) were clearly lower than the others on this item. Two others (AMSHS and ALCE) were intermediate in their perception of support from the Board of Education.

Figure 6. Problem Most Often Viewed as Moderate or Severe

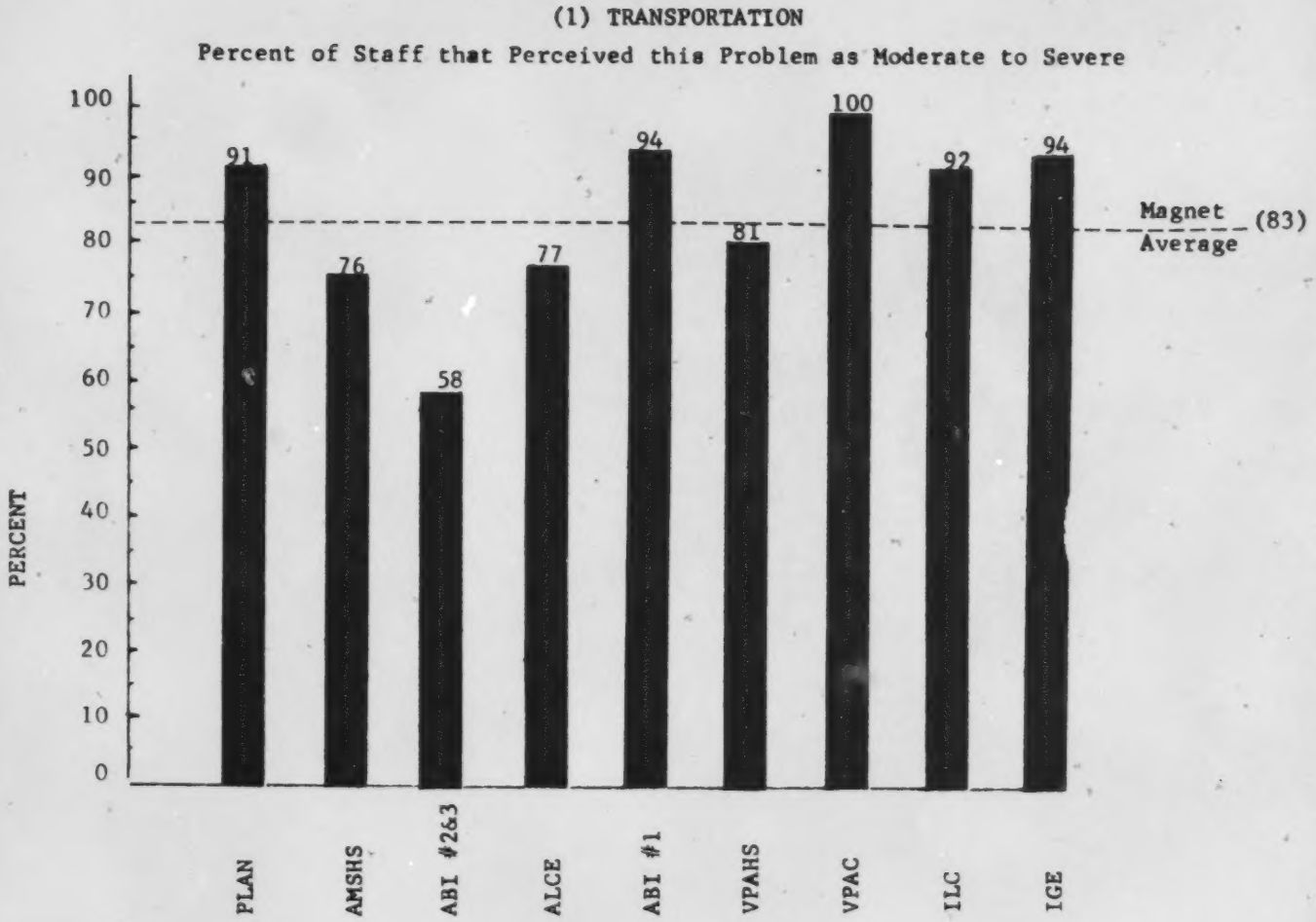
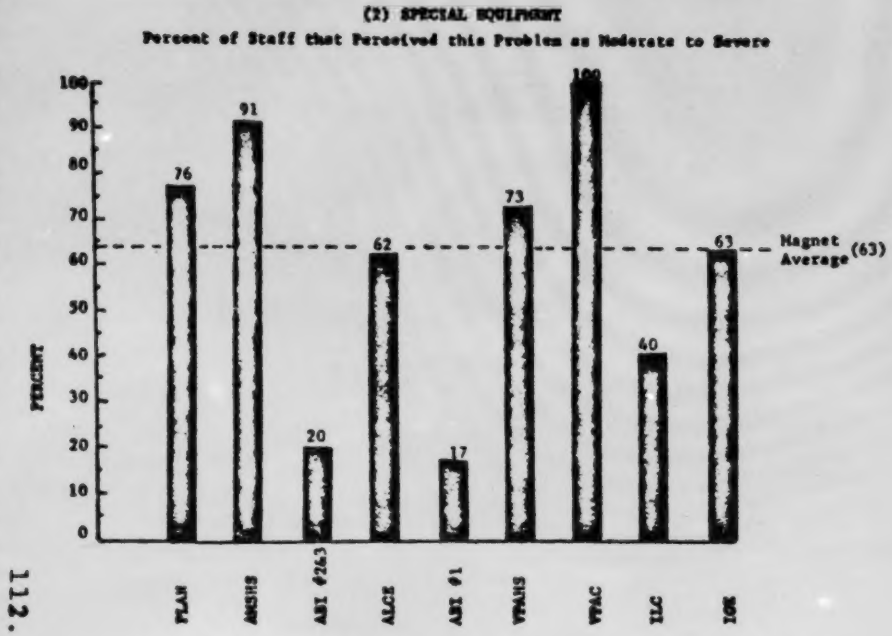
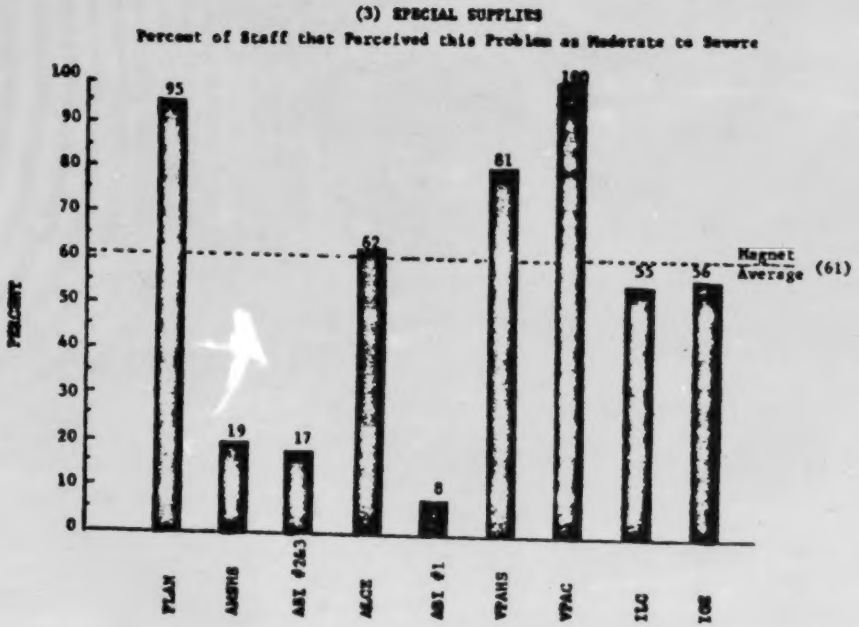


Figure 7a. Problems Viewed as Moderate or Severe by the staff.





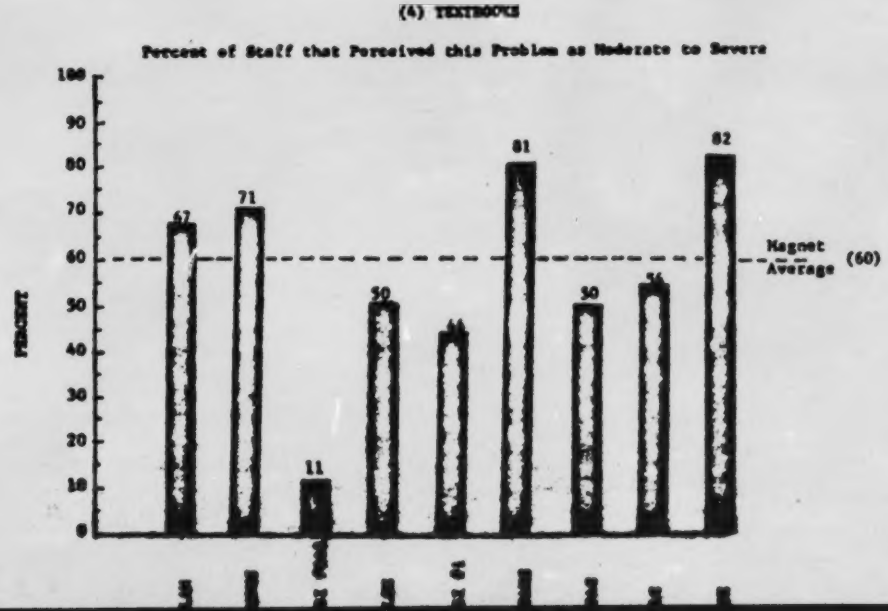
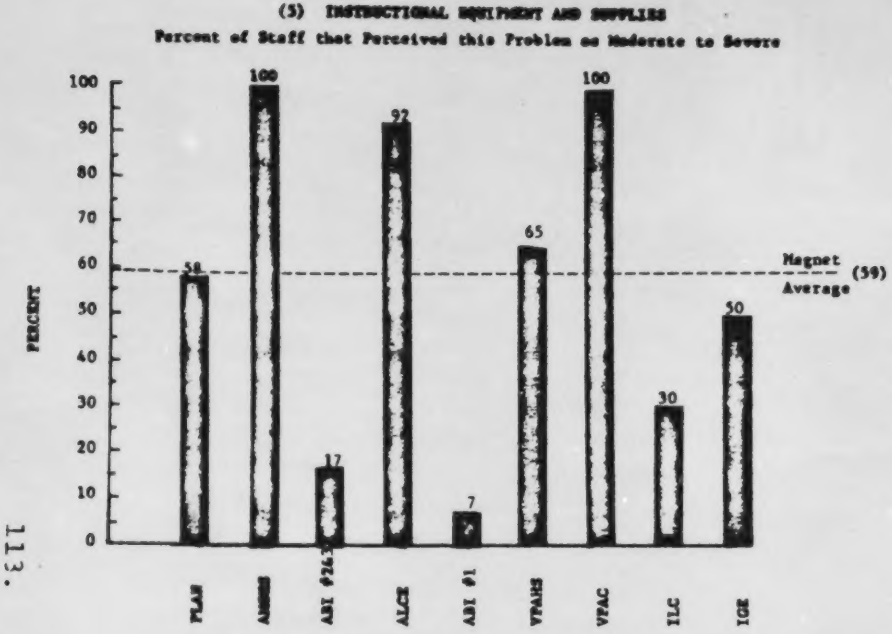
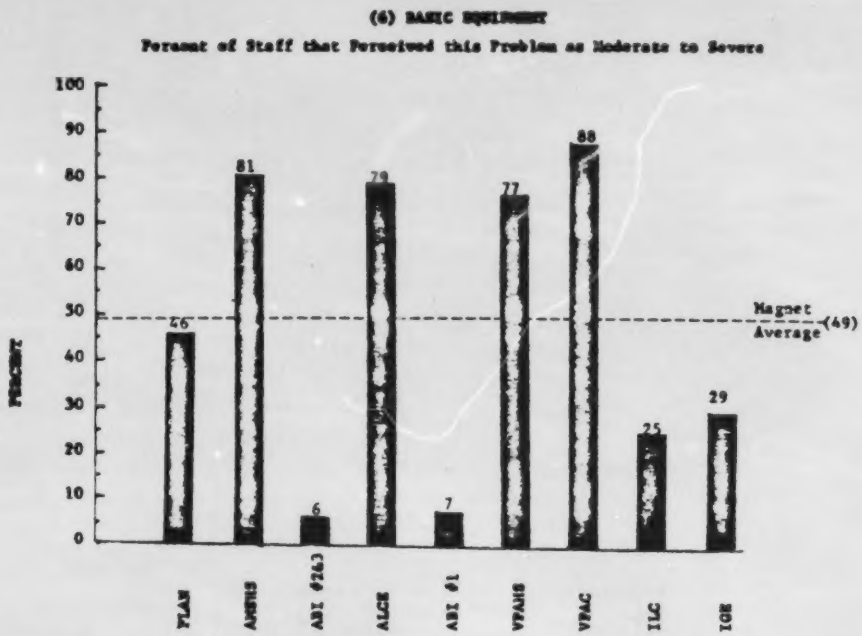


Figure 7b. Problems Viewed as Moderate or Severe by the staff.





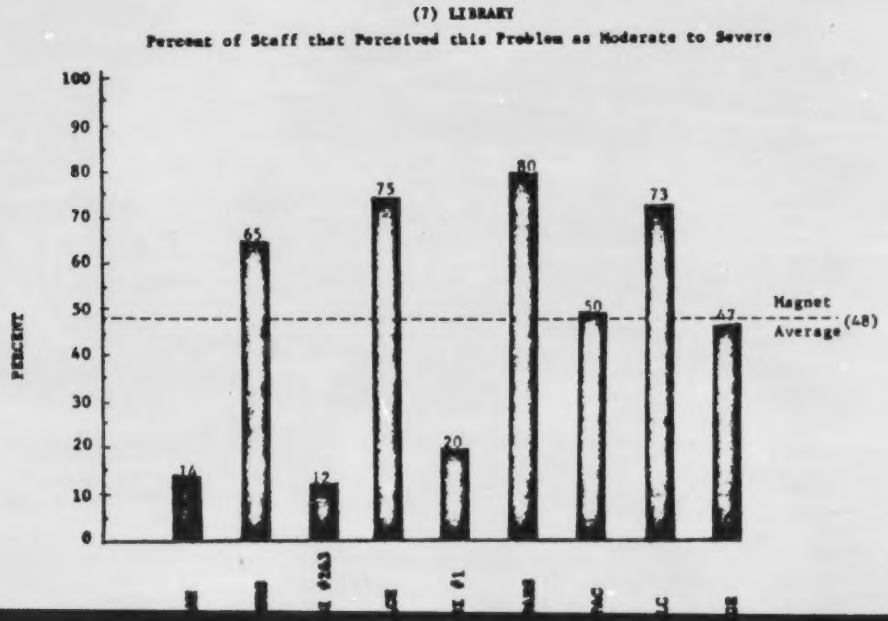
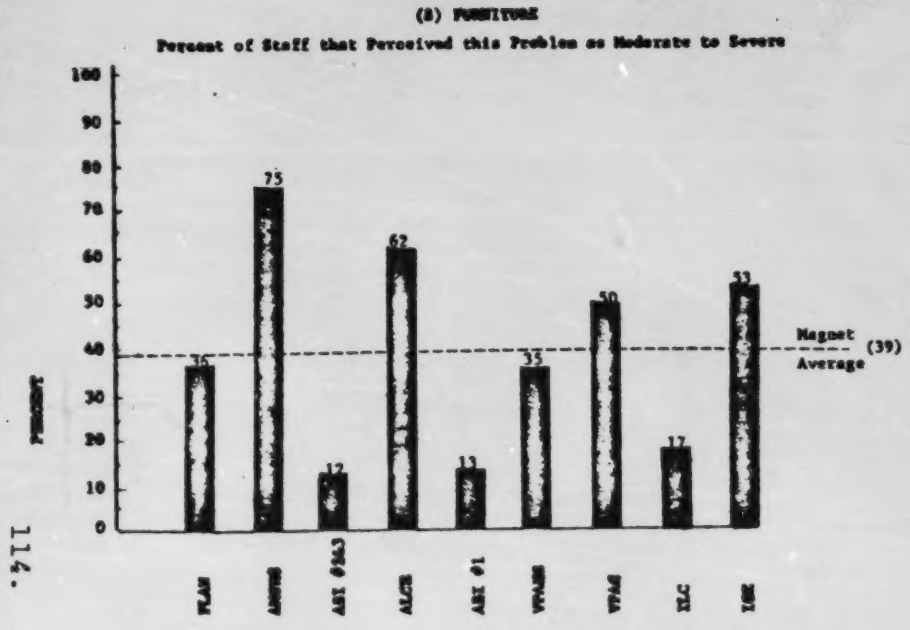
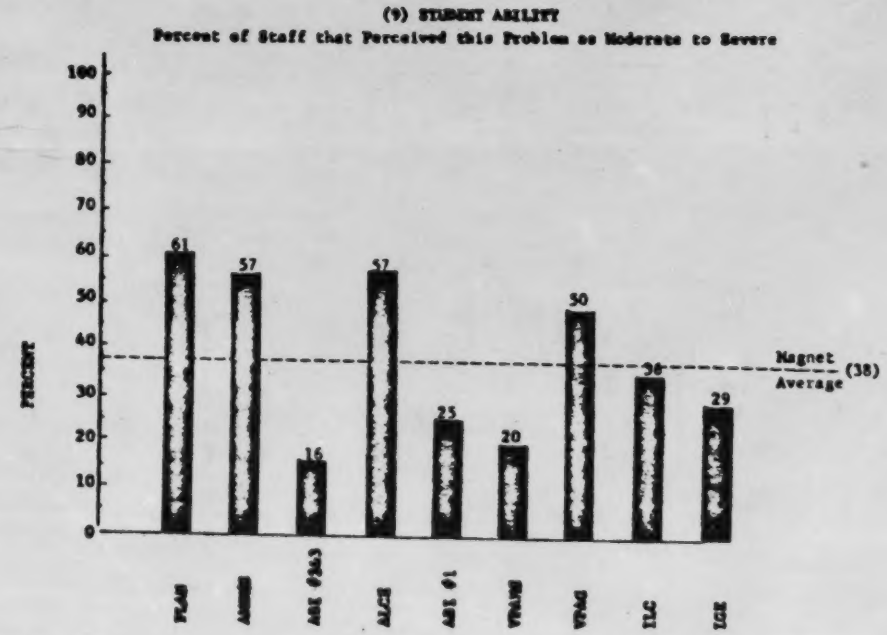


Figure 7c. Problems Viewed as Moderate or Severe by the staff.





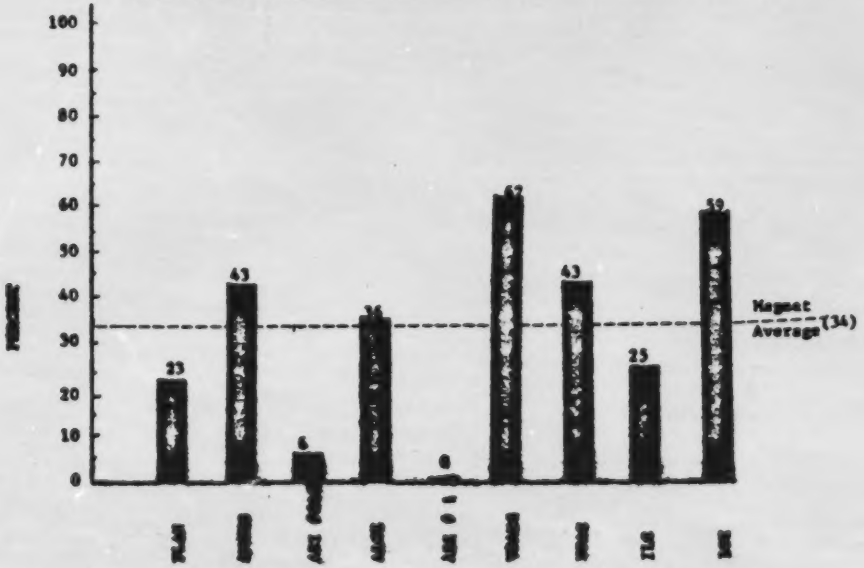
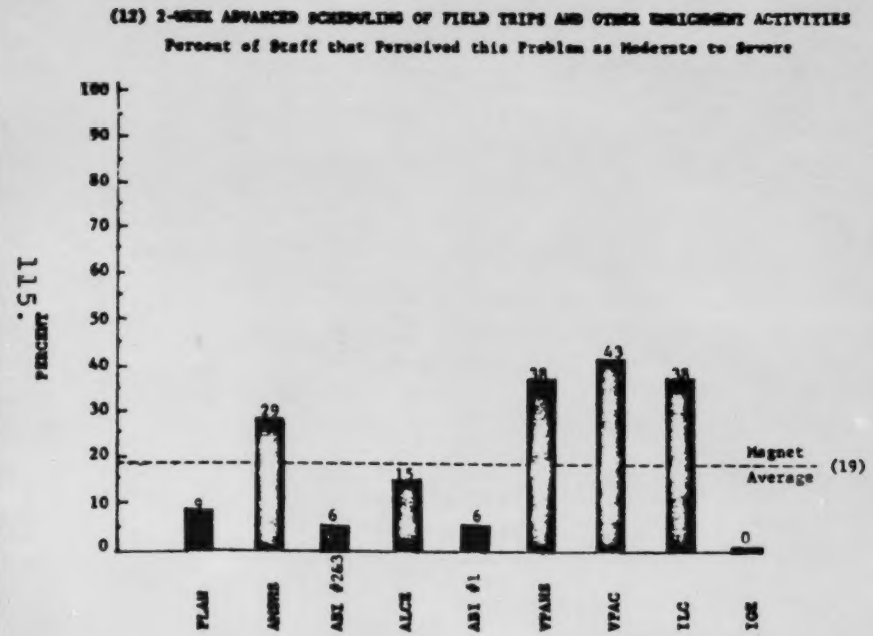


Figure 7d. Problems Viewed as Moderate or Severe by the staff.



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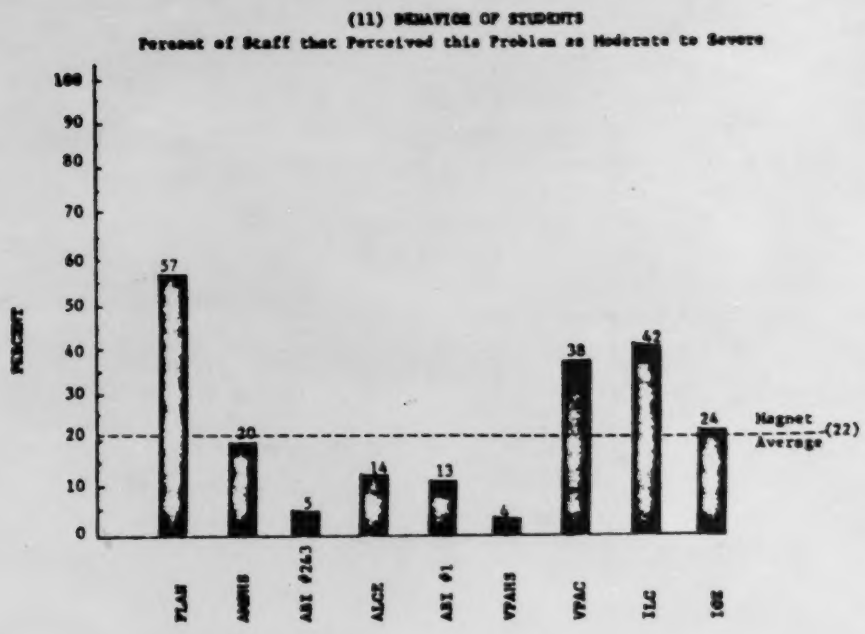

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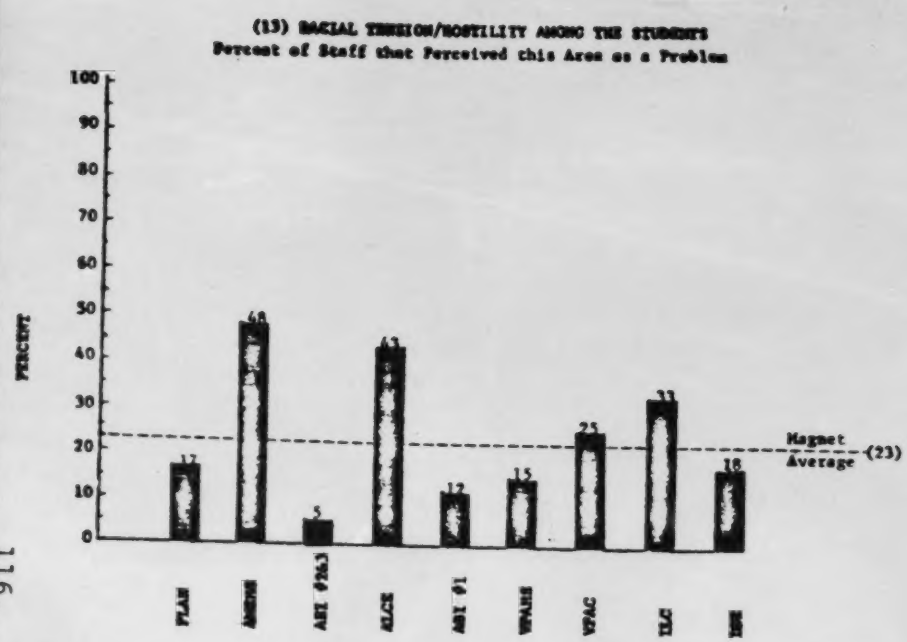
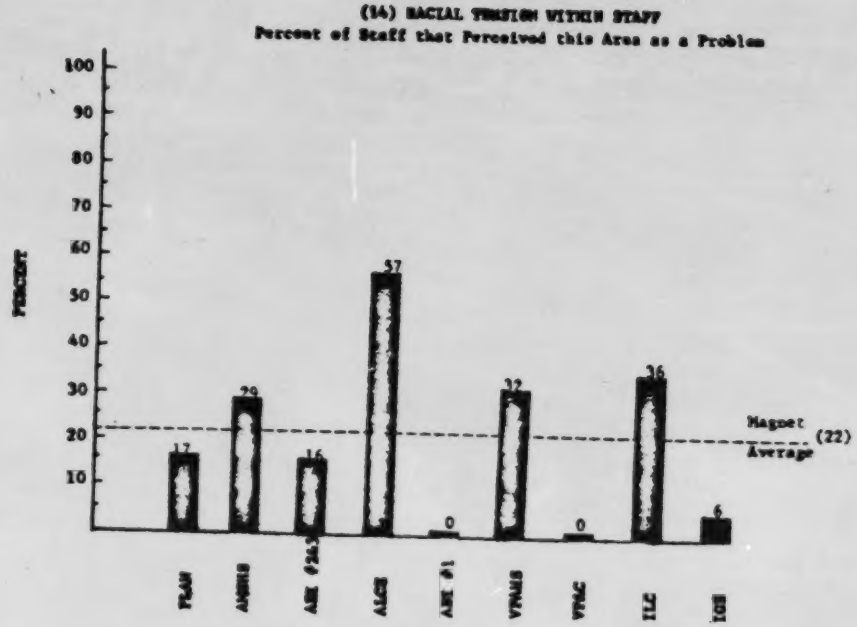
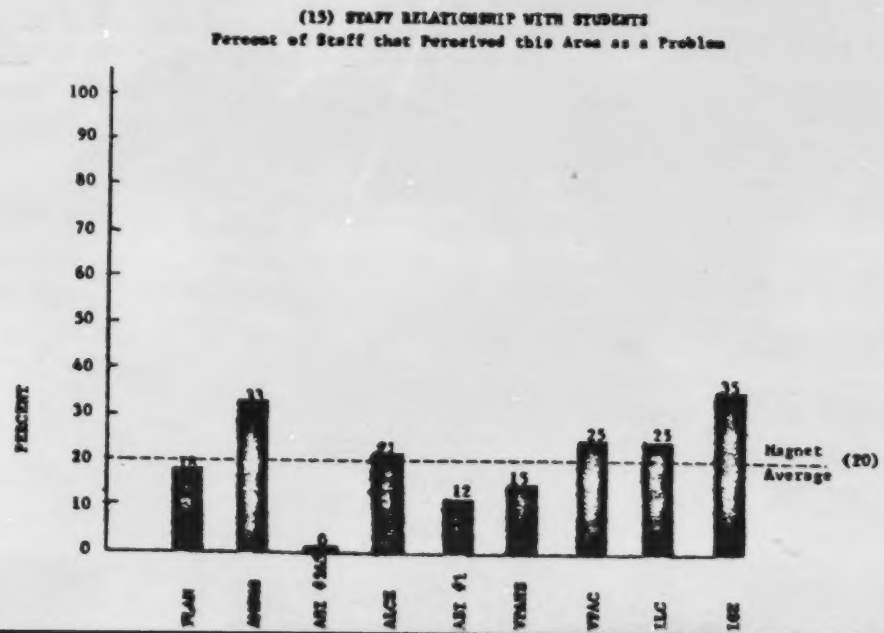
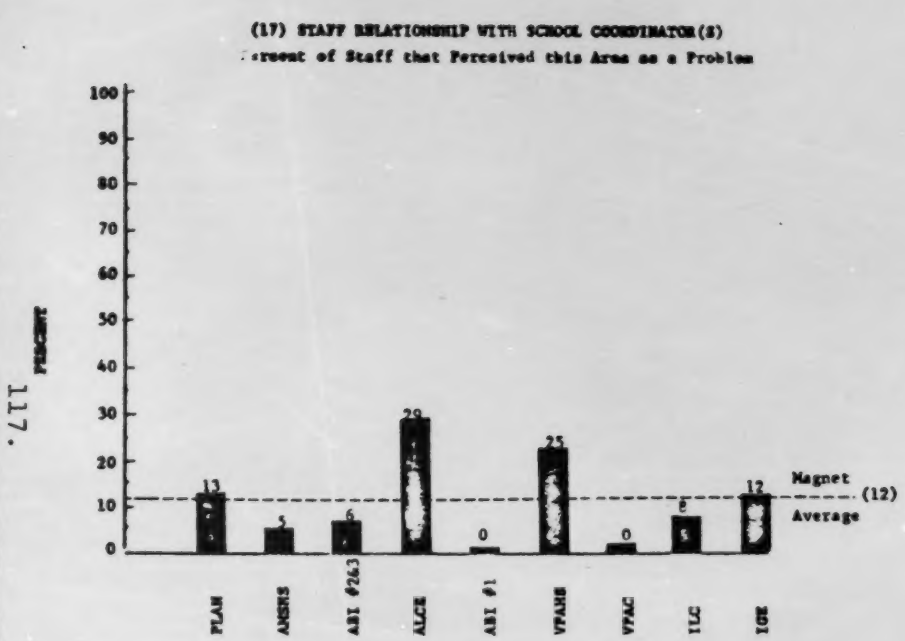
Figure 8a. Problems Viewed as Slight, Moderate, or Severe by the staff.







Problem 8b. Problems Viewed as Slight, Moderate, or Severe by the staff.



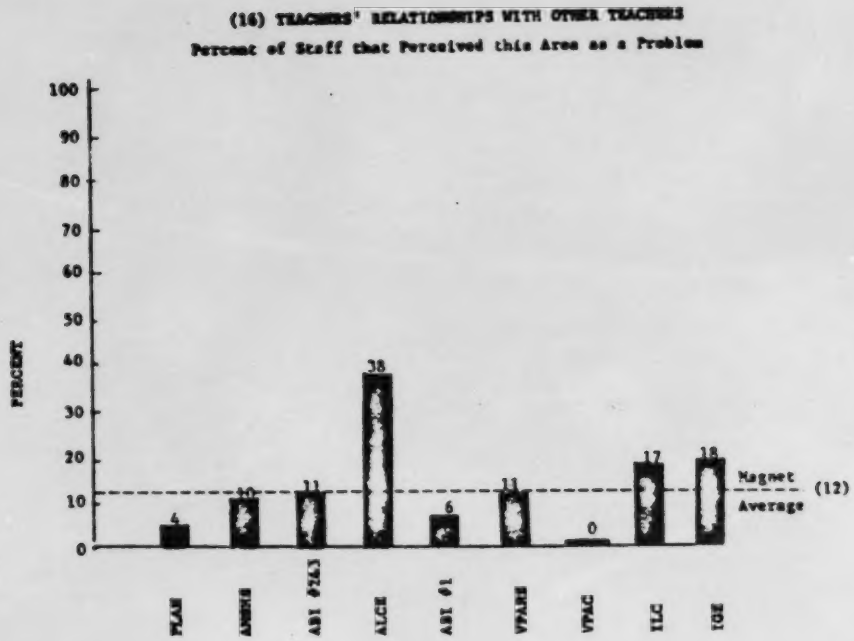
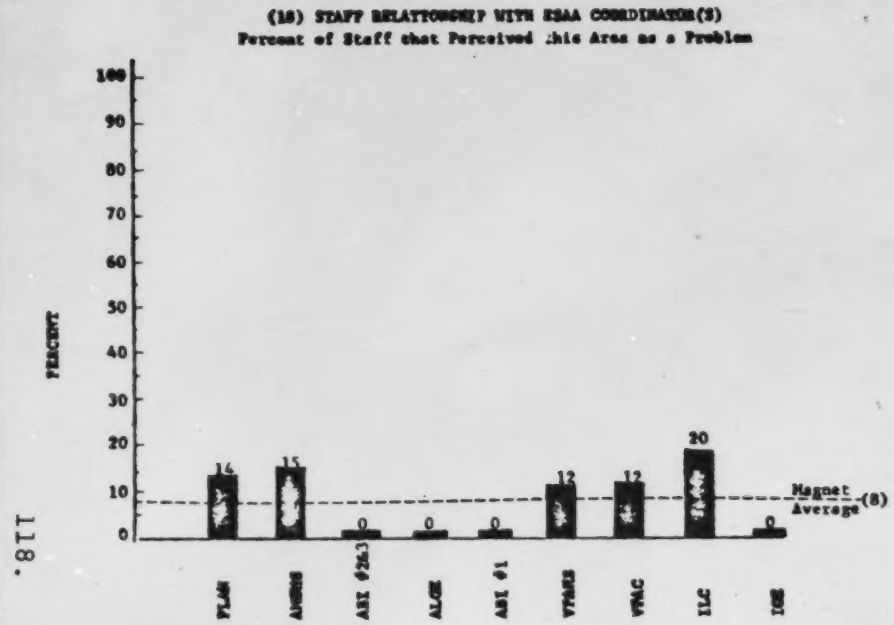


Figure 8c. Problems Viewed as Slight, Moderate, or Severe by the staff.



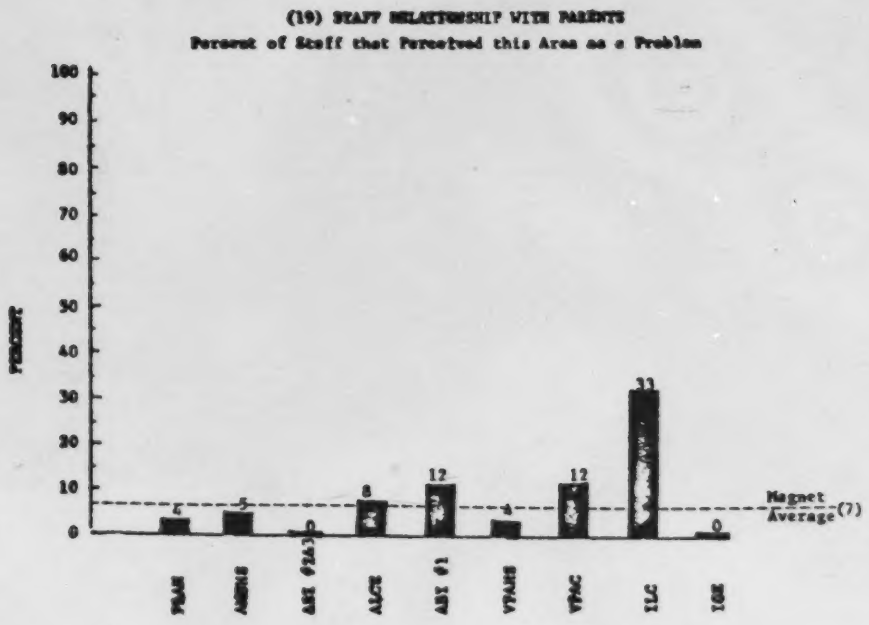


Figure 9. PROBLEM SUMMARY 1: Implementation

% Moderate to Severe Problem

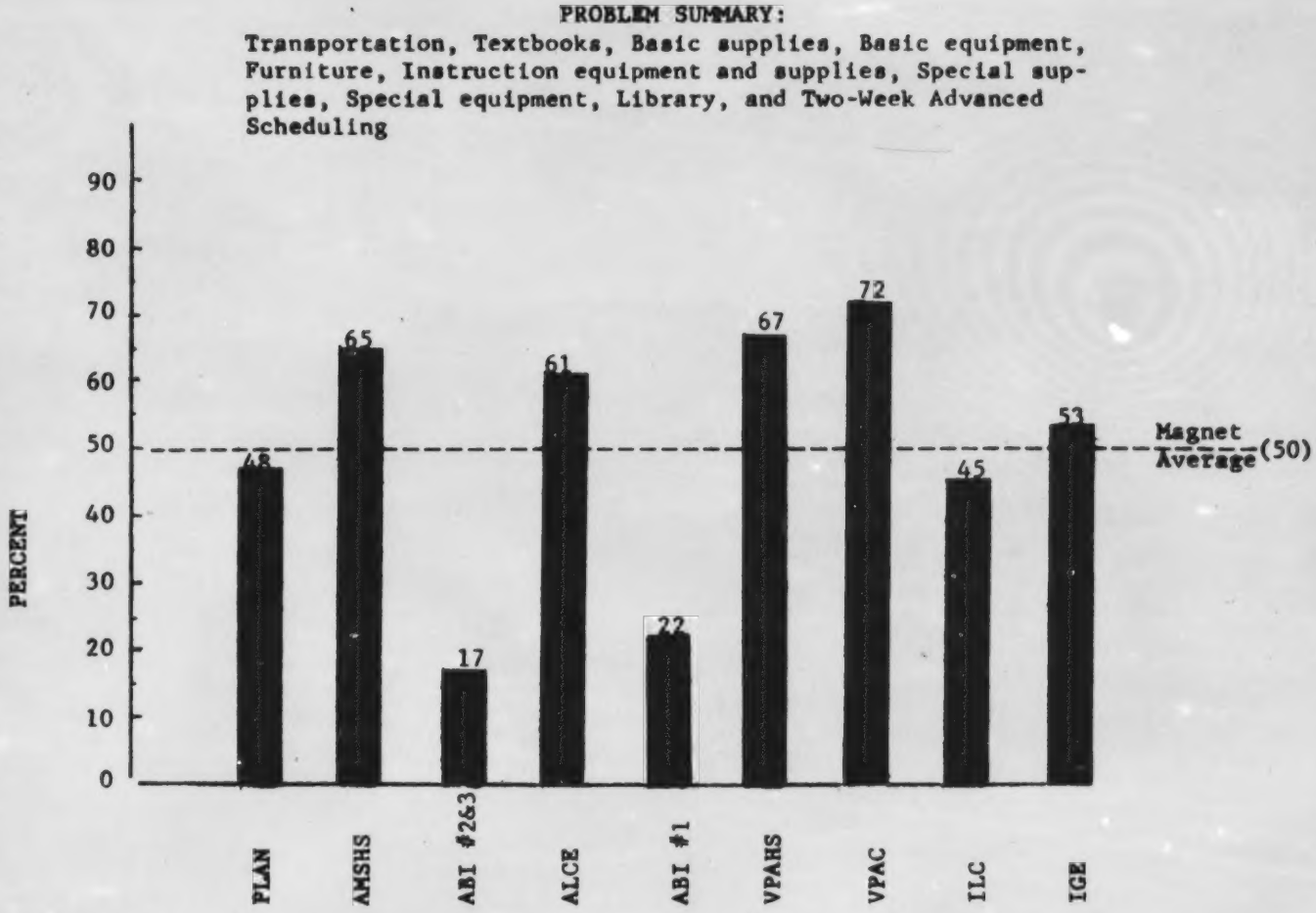
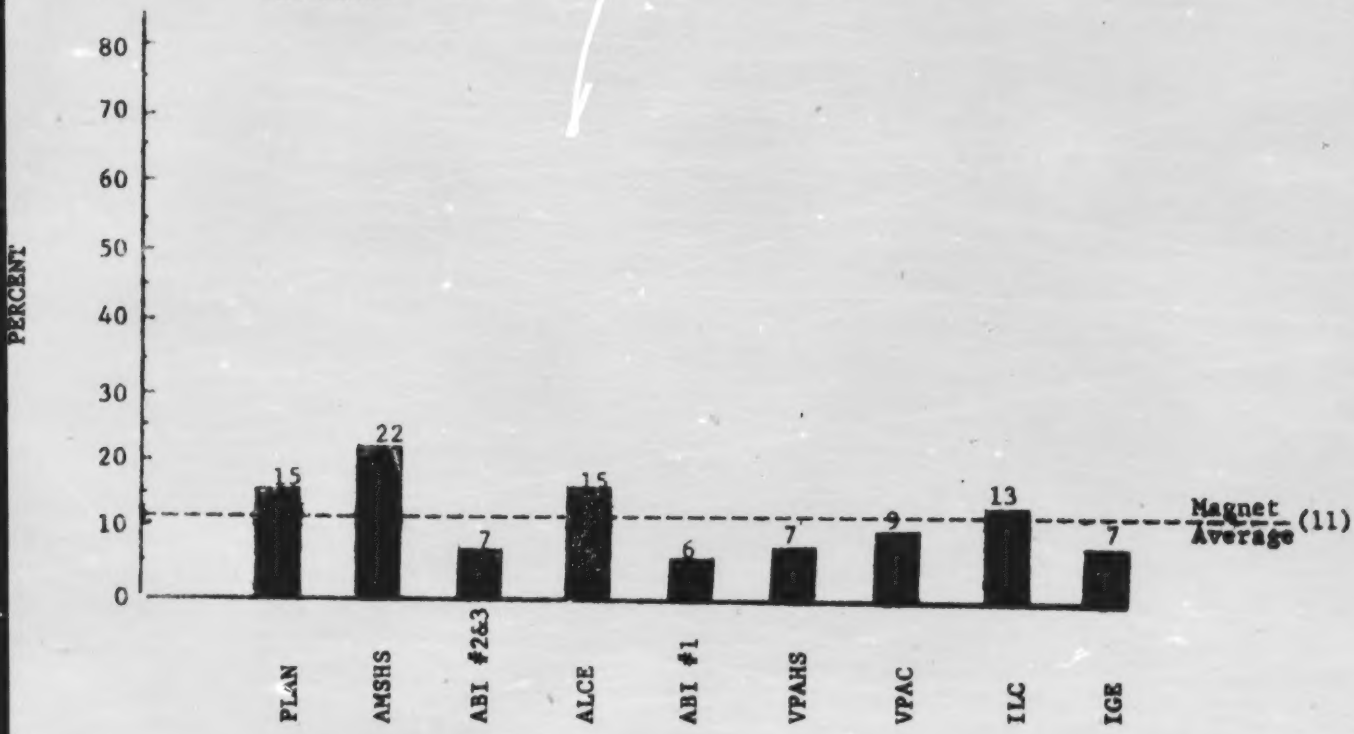


Figure 10. PROBLEM SUMMARY 2: Interpersonal Relationships

% Any Degree of Problem

PROBLEM SUMMARY:
Relationships with other teachers, Relationship with principal, Relationship with students, Relationship with parents, relationship with school coordinator(s), relationship with other ESAA coordinator(s), Behavior of students, Ability of students, Racial tension/hostility among students, Racial tension within the staff



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G. Parent Participation

On two of the three parent participation items, there were school to school differences. These are graphed in Figure 12. It is important to remember that the data reflect a perceived change in participation rather than any estimate of its absolute magnitude. Although the overall magnet school average on the first of these two items (participation in classroom activities) indicate some increase, there were four schools (PLAN, AMSHS, VPHS, and VPAC) in which the staff responses indicated essentially no difference. Of the others, ABI #1 appeared to have the greatest increase, with ILC and ALCE also representing substantial changes.

There appeared to be more general change on the other item (participation in PTA-PAC activities). Only two schools (PLAN and ALCE indicated little or no change. In all the rest, the staff perceived substantial increases with the greatest being at ABI #1.

H. Open-ended Questions

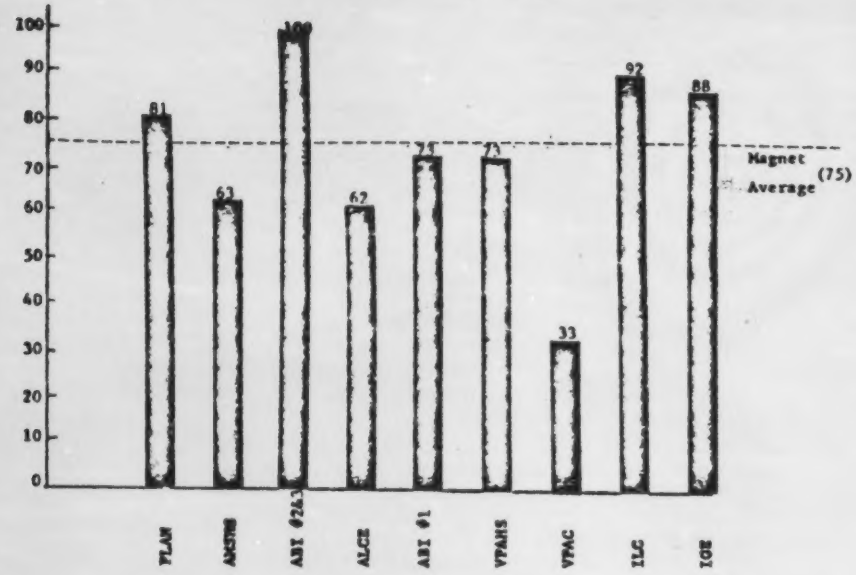
In an effort to discover: (1) specific factors which contributed most to feelings of personal satisfaction with the program, (2) areas which were the most inhibiting to program success, and (3) specific recommendations for program improvement, several free response questions were asked of magnet and pilot school personnel. A summary of the salient features follows for each question asked. Summarizing written responses entails classifying a wide variety of comments into response classes. With a large number of people responding, such as was the case for this survey, the number of response classes is usually quite large. Therefore, when reporting written comments, similar classes are of necessity combined into categories. For this discussion, a category will be reported when that category summarizes ten (10) percent or more of the respondents.

Overtime

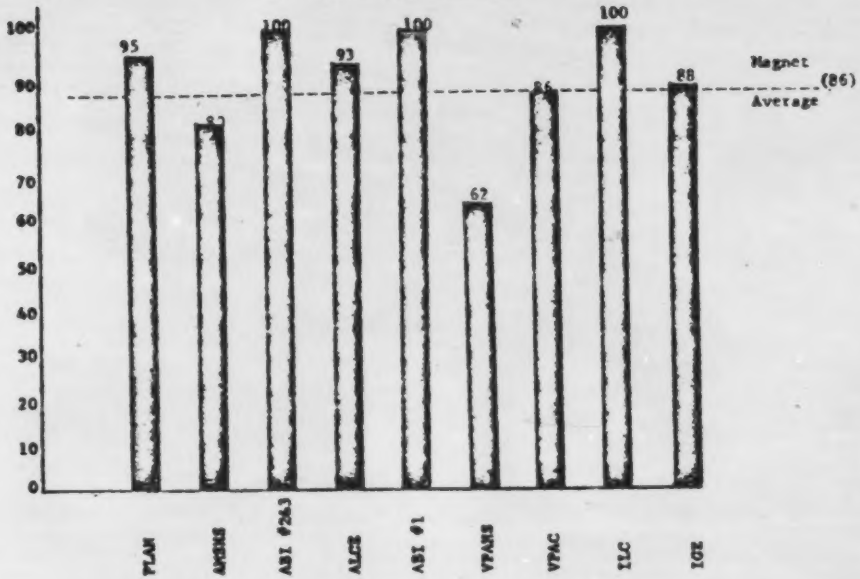
Each respondent was asked to indicate the amount of overtime he or she was putting in this year over and above what he/she expended last year. If a respondent said he was averaging six or more hours per week over last year, he was asked to indicate the principal reasons for this overtime. Of the 216 people who responded to this item,93 (44%) said they worked six or more hours this year over and above what they worked last year. Of these 93 persons, 87 (13 administrators and 74 non-administrators (e.g., teachers, aides)), stated reasons for their extra "overtime." Since administrative and teaching groups in this

Figure 11. Staff Perception of Support

a. Percent of Staff that Perceived Support from Community at Large



b. Percent of Staff that Perceived Support from Central Administration



c. Percent of Staff that Perceived Support from Board of Education

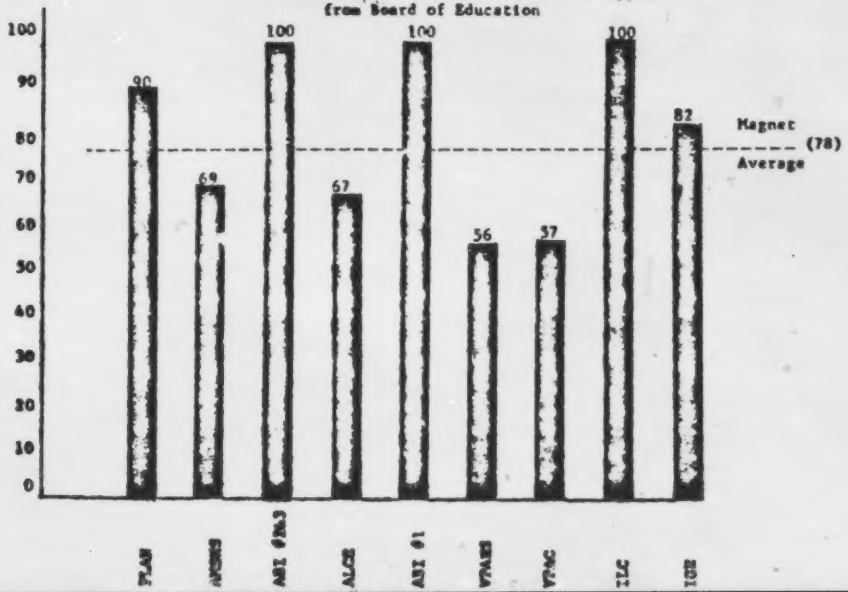
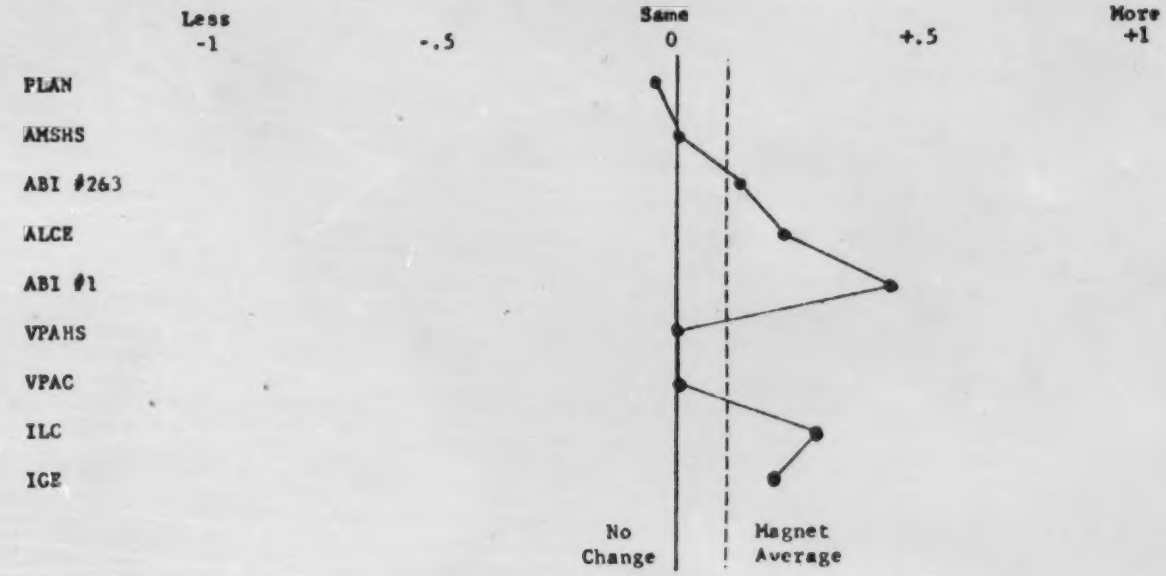
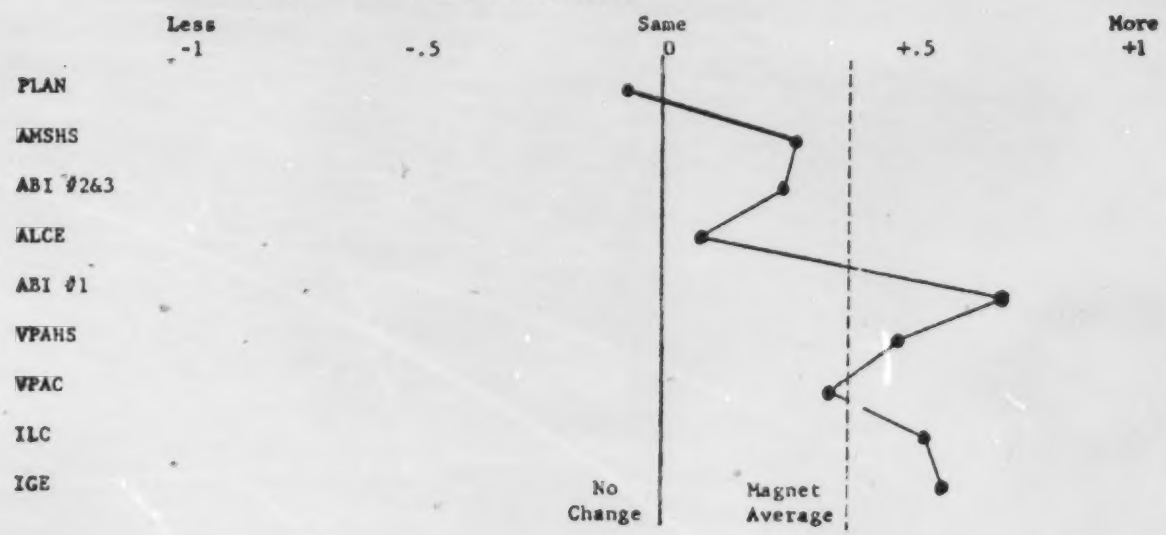


Figure 12. Staff Perception of Parental Involvement

a. Average Increase (Decrease) of Parent Involvement in Classroom Activities



b. Average Increase (Decrease) of Parent Involvement in PTA-PAC Activities



case responded much differently, their responses are reported separately.

Level	Reasons for Overtime	%
Administrators	Extra Meetings	70
	Increased Paperwork	46
	Increased Planning Time	40
Teachers	Extra Preparation	68
	Extra Meetings	28
	Student Variables	12

Worthwhile Aspects

Since the objective part of the questionnaire allowed us to ascertain how successful respondents felt the ESAA project was in specific areas, participants were asked to indicate three things which had made working in the project worthwhile. Thirty (30) administrative personnel and 176 teaching personnel responded to this item. Their responses are summarized below.

Level	Most Worthwhile Parts	%
Administrators	Curriculum Content	23
	Students and Student Attitudes	20
	Class or Student Body Size	17
	Staff and Staff Enthusiasm	10
Teachers	Student Attitudes	38
	Curriculum Content	28
	Class or Student Body Size	21
	Available Resources	19
	Staff and Staff Enthusiasm	18
	Teacher-teacher and Teacher-student Relationships	16

Frustrating Aspects

To discover reasons for any dissatisfaction with the project, survey participants were requested to state three things which had been particularly frustating to them. One hundred eighty (180) members of the teaching staff and twenty-eight (28) administrators responded to this item.

Level	Most Frustating Aspects	%
Administrators	Lack of or Excessive Delay in Getting Needed Equipment	50
	Lack of or Excessive Delay in Getting Needed Supplies & Materials	50
	Increased Number of Reports and Paperwork	25
	Lack of Space, Facilities, Furniture	25
	Lack of Budgetary Control Causing Ordering Delays	18
	Staff Attitudes and Relationships	18
	Lack of Time to Implement Program	14
	Student Abilities	11
Teachers	Transportation	28
	Lack of or Excessive Delay in Getting Needed Supplies & Materials	50
	Lack of or Excessive Delay in Getting Needed Equipment	50
	Lack of Necessary Textbooks	17
	Student Abilities	15
	Lack of Space, Facilities, Furniture	14
	Lack of Sufficient Preparation and Implementation Time	11

Program Improvement

Each person who participated in the survey was also asked to make suggestions of ways that would help the program be more successful next year. Eight areas for suggestions were provided: Transportation, Administration, Recruitment, Staff Development, Interracial Relations, Evaluation, Community Development and Others. Comments are summarized on next page:

SUMMARY OF COMMENTS

AREA	SUGGESTIONS
Transportation	Find another bus line
	Bus passes or Bi-State
	Better drivers
Administration	Add administrative assistant or coordinator for school
	Improve communication between ESAA Administration
	Define work
Recruitment	Set higher standards
	More advertisement and greater variety
Staff Development	Have some curriculum oriented workshops
	School controlled selection of workshops
	More Human Relations
Development of Interracial Relations	Have related workshops
	Leave as is
	Increase social activities (e.g., sports)
Evaluation	Evaluate specific school objectives pre and post
	More evaluation and evaluators
	Obtain more input from teachers and students
	More school visitations
Community Development	Involve more parents and community members and groups
	More Public Relations and keeping the community informed of happenings
	Involve in school and community projects
	Keep community more informed about success

Appendix A

ADMINISTRATORS' SURVEY

MAGNET/PILOT MID-YEAR SURVEY
(Administrator's Form)

DO NOT PUT YOUR NAME ON THIS SHEET.

1. Program: Magnet _____ Pilot _____

2. Position: Principal _____

Asst. Prin. or Adm. Assistant _____

Coordinator _____

Other _____

3. Did you have an administrative position last year? Yes _____ No _____

If yes, was it the same position you now hold? Yes _____ No _____

4. Were you assigned to this building last year? Yes _____ No _____

5. Were you employed by St. Louis Public Schools last year? Yes _____ No _____

6. Did you specifically apply for a position in the Magnet/Pilot programs? Yes _____ No _____

If yes, did you get assigned to the position of your choice? Yes _____ No _____

7. Indicate how successful do you feel the Magnet/Pilot programs are in:

	Unsuccessful	Slightly Successful	Moderately Successful	Very Successful
a. providing a quality education	1	2	3	4
b. reducing racial isolation	1	2	3	4
c. providing a unique curriculum	1	2	3	4
d. maintaining positive relationships between members of different races	1	2	3	4

IN ITEMS 8-14 CIRCLE THE RESPONSE WHICH MOST NEARLY REPRESENTS YOUR POINT OF VIEW:

8. How satisfied are you with your Magnet or Pilot program?

Very Satisfied Dissatisfied Very Dissatisfied

9. Compared to the other schools where I have worked, students in my building this year are:

More enthusiastic | About the same | Less enthusiastic

10. Compared to previous school assignments, my professional satisfaction this year is:

Greater | About the same | Less

11. Compared to previous school assignments, I am putting in

(More | About the same | Less) after school hours working.

12. Destruction of school property (marring desks, writing on walls, etc.) is

(Greater | Same | Less) than in other schools I've taught in.

13. Compared to my previous experience, students in this school are:

More | Same | Less disruptive

14. The general ability level of students in this school are

(Higher | Same | Lower) than in other schools.

15. On the average, how many hours a week do you work now over and about what you worked in your less school?

a. None _____ b. 1-5_____ c. 6-10_____ d. 11-15_____ e. 16 or more_____

If you mark c-e, please indicate the principle reasons for your overtime:_____

---

16. Are you considering a transfer for next year? Yes _____ No _____

17. If you had it to do over, would you work in this program again? Yes _____ No _____

18. Indicate how often the following persons visit your building per month?

	0	1	2	3-4	5 or more
a. special component coordinator (i.e., ethnic heritage, law and consumer)	—	—	—	—	—
b. other coordinators (i.e., staff development, curriculum, community involvement)	—	—	—	—	—
c. other administrators (i.e., Executive Director, Assistant Director, transportation coordinator, data-processing coordinators)	—	—	—	—	—

19. Listed below are a number of items which may or may not indicate problem areas in the Magnet/Pilot programs. For each, indicate the extent to which you and your school have experienced problems. After you have done this, circle the corresponding letter of the three items which presented the most serious problems.

		No Problem	Slight Problem	Moderate Problem	Severe Problem
a.	Transportation	1	2	3	4
b.	Textbooks	1	2	3	4
c.	Basic supplies (e.g., paper and pencils)	1	2	3	4
d.	Basic equipment (typewriters, dittos, overhead projectors	1	2	3	4
e.	Furniture (desks, chairs, tables)	1	2	3	4
f.	Instructional equipment and supplies (e.g., microscopes and typewriters used in class)	1	2	3	4
g.	Special supplies (i.e., those ordered especially for the program)	1	2	3	4
h.	Special equipment (i.e., that ordered especially for the program)	1	2	3	4
i.	Library	1	2	3	4
j.	Two week advanced scheduling of field trips, and other enrichment activities	1	2	3	4
k.	Processing of Form H's and other forms pertaining to equipment and supplies	1	2	3	4
l.	My relationships with teachers	1	2	3	4
m.	My relationship with the students	1	2	3	4
n.	My relationship with parents	1	2	3	4
o.	My relationship with school coordinator(s)	1	2	3	4
p.	My relationship with ESAA administrators (not coordinators)	1	2	3	4
q.	My relationship with other ESAA coordinators	1	2	3	4
r.	My relationship with central administrators	1	2	3	4
s.	Behavior of students	1	2	3	4
t.	Ability of students	1	2	3	4
u.	Racial tension/hostility among the students	1	2	3	4
v.	Management of your allocated resources (money)	1	2	3	4
w.	Racial tension within the staff	1	2	3	4

20. How effective do you believe the ESAA administrative staff have been in:	Very Effective	Effective	Ineffective	Very Ineffective
a. providing you with needed assistance in implementing the program at your school?	1	2	3	4
b. providing feedback which enabled you to improve your program?	1	2	3	4
c. dispensing information which you need to effectively carry out your assignments?	1	2	3	4
d. obtaining materials, supplies, and services normally provided by the district to all schools?	1	2	3	4
e. handling emergency situations that may require their attention?	1	2	3	4
f. coordinating and administering the Magnet/Pilot programs?	1	2	3	4

QUESTIONS 21-27, PLEASE INDICATE

How supportive do you think that:	Very Supportive	Supportive	Unsupportive	Very Unsupportiv
21. the community has been of the Magnet/Pilot programs	1	2	3	4
22. school community has been of the Magnet/Pilot programs?	1	2	3	4
23. the central administration has been of the Magnet/Pilot programs?	1	2	3	4
24. the Board of Education has been of the Magnet/Pilot programs?	1	2	3	4
25. the Magnet Office has been of				
a. the Magnet/Pilot programs?	1	2	3	4
b. the Magnet/Pilot program at your school?	1	2	3	4
26. you are of Magnet/Pilot program in your school?	1	2	3	4
27. other staff members are of the Magnet/Pilot program in your school	1	2	3	4

28. Compared to past schools I have worked in, parents participate:

	More	About the same	Less
a. in school activities	1	2	3
b. in classroom activities	1	2	3
c. in PTA or PAC activities	1	2	3

29. List three things that make teaching in this program worthwhile:

1. _____
2. _____
3. _____

30. List three things that are particularly frustrating about working in the program this year:

1. _____
2. _____
3. _____

(CONTINUED ON NEXT PAGE)

31. What suggestions do you have for improving the program in each of the following areas?

a. Transportation: _____

_____

_____

b. Administration: _____

_____

_____

c. Recruitment: _____

_____

_____

d. Staff Development: _____

_____

_____

e. Development of interracial relations: _____

_____

_____

f. Evaluation: _____

_____

_____

g. Community Involvement: _____

_____

_____

h. Others: _____

_____

_____

32. Additional Comments and/or suggestions:

_____

_____

_____

_____

Appendix B

TEACHERS' SURVEY

MAGNET/PILOT MID-YEAR SURVEY
(Teaching Staff Form)

DO NOT PUT YOUR NAME ON THIS SHEET.

1. Program: Magnet _____ Pilot _____

2. Position: Teacher ____ Grade Level: 1-3 _____ 7-8 _____

Aide ____ 4-6 _____ 9-12 ____

Other ____

3. School:

Ames	_____	Madison	_____	St. Wenceslaus	_____
DeAndreis	_____	Mallinckrodt	_____	Scullin	_____
Field Br.	_____	Mullanphy	_____	Stix	_____
Ford Br.	_____	Northwest	_____	Sumner	_____
Jefferson	_____	O'Fallon	_____	Wade	_____
				Williams	_____

4. Were you assigned to this building last year? Yes _____ No _____

5. Were you employed by St. Louis Public Schools last year? Yes _____ No _____

6. Did you specifically apply for a position in the Magnet/Pilot programs? Yes _____ No _____

If yes, did you get assigned to the position of your choice? Yes _____ No _____

7. Indicate how successful you feel the Magnet/Pilot program is in:

	Unsuccessful	Slightly Successful	Moderately Successful	Very Successful
a. providing a quality education	1	2	3	4
b. reducing racial isolation	1	2	3	4
c. providing a unique curriculum	1	2	3	4
d. maintaining positive relationships between members of different races.	1	2	3	4

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IN ITEMS 8-14 CIRCLE THE RESPONSE WHICH MOST NEARLY REPRESENTS YOUR POINT OF VIEW:

8. How satisfied are you with your Magnet or Pilot program?

Very Satified Dissatisfied Very Dissatisfied

9. Compared to other students I have taught, my students this year are:

More enthusiastic About the same Less enthusiastic

10. Compared to previous school assignments, my professional satisfaction this year is:

Greater About the same Less

11. Compared to previous school assignments, I am putting in

(More About the same Less) after schools hours working.

12. Destruction of school property (marring desks, writing on walls, etc.) is

(Greater Same Less) than in other schools I've taught in.

13. Compared to my previous experience, students in this school are:

More Same Less disruptive

14. The general ability level of students in this school are

(Higher Same Lower) than other schools.

15. On the average, how many hours a week do you work now over and above what you worked in your last school?

a.. None ____ b. 1-5____ c. 6-10____ d. 11-15____ e. 16 or more__

If you mark c-e, please indicate the principle reasons for your overtime. _____

---

16. Are you considering a transfer for next year? Yes _____ No _____

17. If you had it to do over, would you work in this program again? Yes _____ No _____

18. Listed below are a number of items which may or may not indicate problem areas in the Magnet/Pilot programs. For each, indicate the extent to which you and your school have experienced problems. After you have done this, circle the corresponding letter of the three items which presented the most serious problems.

	No Problem	Slight Problem	Moderate Problem	Severe Problem
. Transportation	1	2	3	4
. Textbooks	1	2	3	4
. Basic supplies (e.g., paper and pencils	1	2	3	4
. Basic equipment (typewriters, dittos, overhead projectors	1	2	3	4
. Furniture (desks, chairs, tables)	1	2	3	4
. Instructional equipment and supplies (e.g., microscopes and typewriters used in class)	1	2	3	4
. Special supplies (i.e., those ordered especially for the program)	1	2	3	4
. Special equipment (i.e., that ordered especially for the program)	1	2	3	4
. Library	1	2	3	4
. Two week advanced scheduling of field trips, and other enrichment activities	1	2	3	4
. My relationships with other teachers	1	2	3	4
. My relationship with the principal	1	2	3	4
. My relationship with the students	1	2	3	4
. My relationship with parents	1	2	3	4
. My relationship with school coordinator(s)	1	2	3	4
. My relationship with other ESAA coordinator(s)	1	2	3	4
. Behavior of students	1	2	3	4
. Ability of students	1	2	3	4
. Racial tension/hostility among the students	1	2	3	4
. Racial tension within the staff	1	2	3	4

QUESTIONS 19-26, PLEASE INDICATE

How supportive do you think that :	Very Supportive	Supportive	Unsupportive	Very Unsupport
19. the community has been of the Magnet/Pilot programs?	1	2	3	4
20. school community has been of the Magnet/Pilot programs?	1	2	3	4
21. the central administration has been of the Magnet/Pilot programs?	1	2	3	4
22. the Board of Education has been of the Magnet/Pilot programs?	1	2	3	4
23. the Magnet Office has been of				
a. the Magnet/Pilot programs	1	2	3	4
b. the Magnet/Pilot program at your school?	1	2	3	4
24. your principal is of the Magnet/Pilot program in your school	1	2	3	4
25. other staff members are of the Magnet/Pilot program in your school	1	2	3	4
26. you are of the Magnet/Pilot program at your school?	1	2	3	4

27. Compared to past schools I have worked in, parents participate:

	More	About the same	Less
a. in school activities	1	2	3
b. in classroom activities	1	2	3
c. in PTA or PAC activities	1	2	3

28. List three things that make teaching in this program worthwhile:

1. _____
2. _____
3. _____

29. List three things that are particularly frustrating about working in the program this year:

1. _____
2. _____
3. _____

30. What suggestions do you have for improving the program in each of the following areas?

a. Transportation: _____

_____

_____

b. Administration: _____

_____

_____

c. Recruitment: _____

_____

_____

d. Staff Development: _____

_____

_____

e. Development of interracial relations: _____

_____

_____

f. Evaluation: _____

_____

_____

g. Community Involvement: _____

_____

_____

h. Others: _____

_____

_____

31. Additional Comments and/or suggestions:

_____

_____

_____

_____

DIAGNOSTIC SURVEY FOR LEADERSHIP IMPROVEMENT (DSLI)

Diagnostic Survey for Leadership Improvement (DSLI)

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DIAGNOSTIC SURVEY FOR LEADERSHIP IMPROVEMENT (DSLI)

The Diagnostic Survey for Leadership Improvement (DSLI) was administered in May, 1977 to seven magnet elementary schools and two magnet secondary schools. The elementary schools were rated by 133 members of their respective staffs. The secondary school sample consisted of 288 students and 38 staff members. The Magnet School Office was rated by 27 administrative level personnel throughout the magnet district. The purpose for the development of the DSLI was to diagnose areas of difficulty that school leaders were having because of incongruencies between organizational demands and individual needs. These demands encompass the leaders' strategies, policies, decisions, skills, and behaviors. The reaction to these demands are related to attitudes, loyalties, motivations, and perceptions of subordinates. The survey was designed to identify discrepancies, and the intensity of these discrepancies, as related to what "Is" and what "Should Be" occurring in the school environment. There are two responses to each item attempting to tap the difference between what should be occurring and what actually is taking place. The numbers derived from these responses are called Intensity Scores (I.S.). These scores range from 0 to 15. The larger the score, the greater the discrepancy and therefore the greater the perceived problem. Comparisons of the schools were made utilizing the Intensity Scores (I.S.) and national percentile ranks derived from the Intensity Scores on the entire fifty two items.

The DSLI was administered for two major purposes. One was to further research on school leadership and the other for field diagnosis and leadership improvement. The latter was carried out on a school-by-school basis with individual school analysis. For this report the ten areas perceived as the most critical and directions for improvement in those areas are given for each school in Appendix A.

Further analysis in this latter area is beyond the scope of this report. Before valid comparisons can be made a knowledge of the instrument itself is required.

The DSLI has fifty-two items subdivided into five organizational processes (factors). These factors are:

1. Confidence and Trust (14 questions)

   Your leaders have complete confidence and trust in you in all matters. They demonstrate, by their actions, that they value contributions which subordinates make to organizational tasks.

2. Communication (10 questions)

   There is much interaction and communication aimed at achieving the organizations objectives with both individuals and groups. Subordinates are encouraged to communicate problems and base actions and decisions upon this communication.

3. Control (8 questions)

   There is overall school concern for performance of control functions that are likely to be felt throughout the organization. There is subordinate participation in the identification of organizational tasks which promotes mutual concern for successful task completion.

4. Decision-making (10 questions)

   Decision-making is widely done throughout the entire organization while being well integrated through linking processes provided by overlapping groups. Representatives from different organizational levels form decision-making teams.

5. Interaction-Influence (10 questions)

   There exists extensive, friendly interaction with a high degree of confidence and trust. The leaders structure tasks whereby leaders and/or subordinates can interact in an open and friendly way.

The fifty-two items which comprise the DSLI are given by factor in Appendix B.

An important concept to remember when analyzing the responses is that perceived differences are relative and that critical areas are diagnosed to initiate improvement not condemnation. This instrument is definitely designed to be used in formative evaluation not as a final evaluative measure. Problem areas are presented so that they may be alleviated in the future.

A comparison of the elementary schools is shown in Table 1. This table presents a rank order listing of schools by factor and overall. The I.S.'s given are composite scores for each school with smaller scores representing fewer perceived problems. Within this table there is very little variation between factors with the rank order remaining extremely consistent. Rating in every category show Academy of Basic Instruction #1 (AB #1) first, Academy of Basic Instruction #2 (AB #2) second, Visual and Performing Arts Center (VPAC) seventh, Action Learning and Career Education (ALCE) eighth (last). There is a wide range of difference between those schools rated well above the magnet district's average and those rated below. A national percentile rank is given for the Intensity Scores in the overall ratings. The differences (Figure 1) are substantial, ranging from the top 94 percent to the bottom 9 percent nationally. The magnet average for the elementary schools is a composite of schools' intensity scores. This average places the district in the 51st percentile nationally. This is an average ranking and with increased concentration in the critical areas the individual schools, and thereby the district, could well be ranked higher next year. The ratings of the two high schools by groups of respondents, students and staff, are shown in Table 2. A note of caution is presented here: one can not compare I.S.'s of elementary schools to those for secondary schools or the Magnet School Office. There can only be comparisons of percentile rank because the I.S.'s have different percentile equivalents for different respondents.

The students rated Visual and Performing Arts High School (VPAH) very high with a 92 percentile rank and Math and Science High School (MSHS) was also rated above the 50th percentile. The respective staffs rated VPAH in the 74th percentile while MSHS was rated in the 10th percentile. The Magnet School Office was rated by 27 administrative level personnel and overall was ranked in the 51st percentile.

In summary it is evident that the leaders of some schools, notably Academy of Basic Instruction #1 (AB #1), VPAH and Academy of Basic Instruction #2 (AB #2), are perceived to have minimized the difference between what is and what should be, and therefore the prospective problem areas. Just as evident is the need for a more concentrated effort in the area of leadership improvement at ALCE, MSHS, and VPAC.

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TABLE 1

ELEMENTARY STAFF RESPONSES

SCHOOLS	SAMPLE SIZE	CONFIDENCE AND TRUST		COMMUNICATIONS		CONTROL		DECISION-MAKING		INTERACTION-INFLUENCE		OVERALL		NATIONAL % RANK
		*I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	
ACADEMY OF BASIC INSTRUCTION #1	25	1.05	1	1.27	1	1.53	1	1.29	1	1.39	1	1.39	1	94
ACADEMY OF BASIC INSTRUCTION #2	21	2.96	2	2.84	2	2.21	2	2.54	2	3.81	2	3.06	2	69
INVESTIGATIVE LEARNING CENTER	15	3.54	3	3.24	3	4.17	5	3.37	3	3.91	3	3.70	3	56
MAGNET AVERAGE	133	3.78	5	3.53	4	3.68	3	3.92	4	4.28	5	3.94	4	51
INDIVIDUALLY GUIDED EDUCATION	19	4.26	6	3.73	5	3.86	4	4.11	5	4.06	4	4.04	5	48
PROGRAMMED LEARNING IN ACCORDANCE WITH NEEDS	19	3.75	4	4.29	6	4.31	6	5.15	6	4.73	6	4.49	6	39
VISUAL AND PERFORMING ARTS CENTER	18	5.80	7	5.30	7	4.91	7	5.96	7	6.30	7	5.71	7	17
ACTION LEARNING AND CAREER EDUCATION	16	6.79	8	6.01	8	6.01	8	6.36	8	7.70	8	6.51	8	9

*I.S. = INTENSITY SCORES

TABLE 2

STUDENT RESPONSES

SCHOOLS	SAMPLE SIZE	CONFIDENCE AND TRUST		COMMUNICATIONS		CONTROL		DECISION-MAKING		INTERACTION-INFLUENCE		OVERALL		NATIONAL %tile RANK
		I.S.*	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	I.S.	RANK ORDER	
VISUAL AND PERFORMING ARTS HIGH SCHOOL	122	3.82	1	3.99	1	3.29	1	3.67	1	4.09	1	3.81	1	92
MATH AND SCIENCE HIGH SCHOOL	106	5.38	2	5.43	2	5.00	2	5.78	2	6.07	2	5.58	2	59

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STAFF RESPONSES

VISUAL AND PERFORMING ARTS HIGH SCHOOL	20	3.85	1	3.49	1	4.13	1	4.43	1	4.56	1	4.12	1	74
MATH AND SCIENCE HIGH SCHOOL	18	6.30	2	6.10	2	5.84	2	6.52	2	6.71	2	6.31	2	10

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ADMINISTRATIVE LEVEL RESPONSES TO MAGNET SCHOOL OFFICE

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MAGNET OFFICE	27	4.62		4.67		4.86		5.40		5.32		4.93		51

*I.S. = INTENSITY SCORES

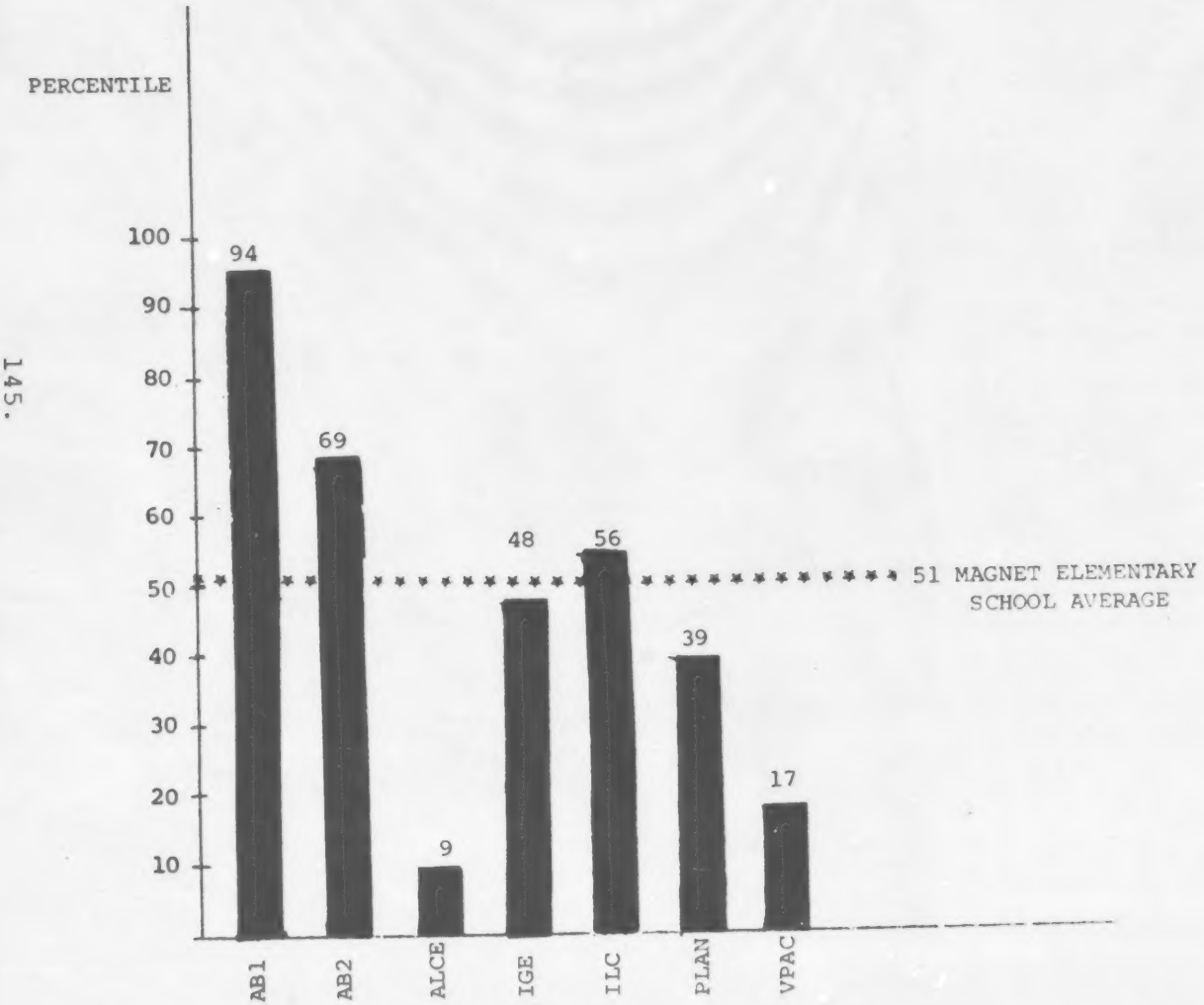
APPENDICES A-1 thru A-11

TEN CRITICAL ITEMS

BY SCHOOL

FIGURE 1

ELEMENTARY DIFFERENCES



APPENDIX A-1

AB #1

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	3.38	Your leaders know how it is from your point of view.	Leaders make observable attempts to obtain and act upon information from subordinates about organizational goals and tasks.
2.	2.93	Your leaders use what they know about "How You Are Doing" to help you improve.	Leaders make an effort to obtain and use information about subordinates' behavior to make positive changes.
3.	2.88	You or your peers influence what happens to you.	Leaders encourage subordinates to help set goals and determine methods and activities.
4.	2.56	You or your peers can help bring about changes in what is done.	Subordinates help determine the nature of the task which they are expected to carry out.
5.	2.48	Your peers accept what is expected of them.	Goals and tasks should be reasonable and fair, and should lead to joint payoffs.
6.	2.40	You know how things are from your leaders' point of view.	Leaders are accessible, and openly communicate their professional concerns to subordinates.
7.	2.39	You or your peers can help change how things are done.	After policy has been developed, subordinates can influence how it is implemented.
8.	2.11	You take part in judging your performance.	Opportunities for subordinate participation in evaluation are provided for.
9.	2.03	You share your feelings with your leaders.	Leaders accept subordinates' feelings and take into consideration that these are a powerful influence on their behavior.
10.	2.03	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problems of subordinates very well.

APPENDIX A-2

AB #2&3

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	6.26	You or your peers can take part in improving things.	Increase opportunities for subordinates to take a more active part in improving the operation of the school.
2.	6.02	Most all get along well and help each other.	Leaders work at establishing good and helpful peer relationships.
3.	5.81	Leaders are told what they should know in an open way by the ones who are involved.	Leaders should be willing to listen to subordinates with the attitude that the subordinates can provide helpful information.
4.	5.68	Most all work together to get the job done.	Leaders establish a structure which enables cooperative group interaction.
5.	5.67	When decisions are made they are based on information which you think is right and fair.	Complete and accurate information is gathered, and made available, before final decisions are made.
6.	5.34	Teamwork is used to improve things.	Whenever possible teamwork should be used.
7.	5.12	True and complete information is used to rate what you and your peers do.	Joint understanding of evaluative criteria should be established and utilized.
8.	5.04	Your leaders work with you in such a way that you like to do what they expect.	Subordinates are given an opportunity to work out mutually acceptable ways of doing things.
9.	4.93	You have faith and trust in your leaders.	Leaders demonstrate that they make decisions based upon technical and situational knowledge and that they keep subordinates' point of view in mind.
10.	4.80	You feel friendly with your leaders.	Leaders communicate personally as well as professionally with subordinates.

APPENDIX A-3

ALCE

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	11.60	Your peers accept what is expected of them.	Goals and tasks should be reasonable and fair, and should lead to joint payoffs.
2.	10.92	Most all work together to get the job done	Leaders establish a structure which enables cooperative group interaction.
3.	10.22	Most all get along well and help each other.	Leaders work at establishing good and helpful peer relationships.
4.	10.12	Needed work gets done because of the way your leaders and peers work together.	People in the organization work cooperatively on joint problems treating subordinates as equals.
5.	9.49	True and complete information is used to rate what you and your peers do.	Joint understanding of evaluative criteria should be established and utilized.
6.	8.71	Your leaders use what they know about "How You Are Doing" to help you improve.	Leaders make an effort to obtain and use information about subordinates' behavior to make positive changes.
7.	8.62	Teamwork is used to improve things.	Whenever possible teamwork should be used.
8.	8.23	You have faith and trust in your leaders.	Leaders demonstrate that they make decisions based upon technical and situational knowledge and that they keep subordinates' point of view in mind.
9.	8.20	Your leaders share with you most all the information you need or want.	Based upon communication with subordinates, leaders determine and provide adequate information and feedback.
10.	8.10	Your leaders discuss with you or your peers ways to improve things.	Subordinate input for determining goals, methods, and activities should be utilized.

APPENDIX A-4

FLES

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	8.50	Leaders are told what they should know in an open way by the ones who are involved.	Leaders should be willing to listen to subordinates with the attitude that the subordinates can provide helpful information.
2.	7.49	Things are organized so that you or your peers can help make decisions.	The organization should be structured so that subordinate input is used for making decisions.
3.	7.42	Your leaders share with you most all the information you need or want.	Based upon communication with subordinates, leaders determine and provide adequate information and feedback.
4.	7.29	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problems of subordinates very well.
5.	6.97	The leaders work with their peers and people below them to make the decisions.	Not only should a leadership team approach be used but subordinate representation should also be included in making decisions.
6.	6.92	Your leaders use what they "Find Out" to make things better.	Information about subordinates is used for cooperative problem solving and guidance.
7.	6.71	True and complete information is used to rate what you and your peers do.	Joint understanding of evaluative criteria should be established and utilized.
8.	6.58	You or your peers can take part in improving things.	Increase opportunities for subordinates to take a more active part in improving the operation of the school.
9.	6.56	You or your peer take a part in making decisions which affect you.	Involve subordinates in making decisions which affect them.
10.	6.50	You have faith and trust in your leaders.	Leaders demonstrate that they make decisions based upon technical and situational knowledge and that they keep subordinates' point of view in mind.

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APPENDIX A-5
IGE

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	7.61	Your leaders share with you most all the information you need or want.	Based upon communication with subordinates, leaders determine and provide adequate information and feedback.
2.	6.65	Teamwork is used to improve things.	Whenever possible teamwork should be used.
3.	6.48	Decisions are made through teamwork.	Representatives from different organizational levels form decisions-making team.
4.	6.28	Information on what you do and how well you do it is used to help solve problems.	Information about subordinates is used for cooperative problem solving and guidance.
5.	6.08	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problems of subordinates very well.
6.	5.94	Most all work together to get the job done.	Leaders establish a structure which enables cooperative group interaction.
7.	5.72	You are able to improve things.	Structure should enable subordinates to exert a positive force for achieving organizational objectives.
8.	5.66	Needed work gets done because of the way your leaders and peers work together.	People in the organization work cooperatively on joint problems treating subordinates as equals.
9.	5.52	You know how things are from your leaders' point of view.	Leaders are accessible, and openly communicate their professional concerns to subordinates.
10.	5.37	When decisions are made they are based on information which you think is right and fair.	Complete and accurate information is gathered, and made available, before final decisions are made.

APPENDIX A-6

ILC

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	6.94	Your leaders use what they know about "How You Are Doing" to help you improve.	Leaders make an effort to obtain and use information about subordinates' behavior to make positive changes.
2.	6.00	Most all get along well and help each other.	Leaders work at establishing good and helpful peer relationships.
3.	4.95	Your peers accept what is expected of them.	Goals and tasks should be reasonable and fair, and should lead to joint payoffs.
4.	4.78	You know how things are from your leaders' point of view.	Leaders are accessible, and openly communicate their professional concerns to subordinates.
5.	4.78	Your leaders use what they "find out" to make things better.	Information about subordinates is used for cooperative problem solving and guidance.
6.	4.61	You feel close to your leaders.	Leaders make an effort to understand subordinates' personal problems as well as professional problems.
7.	4.46	You take part in judging your performance.	Opportunities for subordinate participation in evaluation are provided for.
8.	4.36	You feel friendly with your leaders.	Leaders communicate personally as well as professionally with subordinates.
9.	4.10	Those not in charge show as much concern about a job being done as do leaders.	Subordinate participation in the identification of organizational tasks promotes mutual concern for successful task completion.
10.	4.10	Information on what you do and how well you do it is used to help solve problems.	Information about subordinates is used for cooperative problem solving and guidance.

APPENDIX A-7

PLAN

TEN CRITICAL ITEMS

	INTENSITY SCOPE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	9.28	You or your peer take a part in making decisions which affect you.	Involve subordinates in making decisions which affect them.
2.	8.93	Your leaders know how it is from your point of view.	Leaders make observable attempts to obtain and act upon information from subordinates about organizational goals and tasks.
3.	8.31	True and complete information is used to rate what you and your peers do.	Joint understanding of evaluative criteria should be established and utilized.
4.	8.28	Things are organized so that you or your peers can help make decisions.	The organization should be structured so that subordinate input is used for making decisions.
5.	8.18	Ideas for ways to improve things come from all concerned.	Information for operation and improvement of the organization is gathered from all levels.
6.	7.46	You take part in judging your performance.	Opportunities for subordinate participation in evaluation are provided for.
7.	7.16	Decisions are made through teamwork.	Representatives from different organizational levels form decisions-making teams.
8.	6.99	Your leaders provide changes for you to work with your peers in friendly ways.	Maximum opportunities for supportive interaction among peers is provided for.
9.	6.81	Information on what you do and how well you do it is used to help solve problems.	Information about subordinates is used for cooperative problem solving and guidance.
10.	6.64	Your leaders treat you in ways which make you feel important.	Subordinates' ideas and actions are given the same consideration as are colleagues'.

APPENDIX A-8

VPAC

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	8.88	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problems of subordinates very well.
2.	8.76	When decisions are made they are based on information which you think is right and fair.	Complete and accurate information is gathered, and made available, before final decisions are made.
3.	8.60	Things are organized so that you or your peers can help make decisions.	The organization should be structured so that subordinate input is used for making decisions.
4.	8.23	True and complete information is used to rate what you and and your peers do.	Joint understanding of evaluative criteria should be established and utilized.
5.	8.09	Decisions are made in such a way that you do not mind carrying them out.	Decisions should be based upon mutually acceptable procedures and outcomes.
6.	8.09	Your peers accept what is expected of them.	Goals and tasks should be reasonable and fair, and should lead to joint payoffs.
7.	7.88	Decisions are made through teamwork.	Representatives from different organizational levels form decisions-making teams.
8.	7.68	Your leaders share with you most all the information you need or want.	Based upon communication with subordinates, leaders determine and provide adequate information and feedback.
9.	7.44	Information on what you do and how well you do it is used to help solve problems.	Information about subordinates is used for cooperative problem solving and guidance.
10.	7.38	The leaders work with their peers and people below them to make the decisions.	Not only should a leadership team approach be used but subordinate representation should also be included in making decisions.

153.

APPENDIX A-9

AMSHA

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	9.56	Things are organized so that you or your peers can help make decisions.	The organization should be structured so that subordinate input is used for making decisions.
2.	9.20	True and complete information is used to rate what you and peers do.	Joint understanding of evaluative criteria should be established and utilized.
3.	8.90	The leaders work with their peers and people below them to make the decisions.	Not only should a leadership team approach be used but subordinate representation should also be included in making decisions.
4.	8.25	Decisions are made through teamwork.	Representatives from different organizational levels form decisions-making teams.
5.	8.07	Ideas for ways to improve things come from all concerned.	Information for operation and improvement of the organization is gathered from all levels.
6.	8.04	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problems of subordinates very well.
7.	7.93	You take part in judging your performance.	Opportunities for subordinate participation in evaluation are provided for.
8.	7.83	Your leaders use what they "Find Out" to make things better.	Information about subordinates is used for cooperative problem solving and guidance.
9.	7.68	Your leaders try to get your ideas.	Upward communication is encouraged.
10.	7.59	You or your peers can take part in improving things.	Increase opportunities for subordinates to take a more active part in improving the operation of the school.

APPENDIX A-10

VPAHS

TEN CRITICAL ITEMS

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	7.93	Your leaders share with you most all the information you need or want.	Based upon communication with subordinates, leaders determine and provide adequate information and feedback.
2.	7.78	Leaders are told what they should know in an open way by the ones who are involved.	Leaders should be willing to listen to subordinates with the attitude that the subordinates can provide helpful information.
3.	7.75	Your leaders try to get your ideas.	Upward communication is encouraged.
4.	7.52	Decisions are made by those close to the problem source.	When problems are uncovered those closest to the problem should provide input which should be considered.
5.	7.39	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problems of subordinates very well.
6.	7.10	Ideas for ways to improve things come from all concerned.	Information for operation and improvement of the organization is gathered from all levels.
7.	7.10	Most all work together to get the job done.	Leaders establish a structure which enables cooperative group interaction.
8.	6.84	You and your peers tell it "Like It Is" to your leaders.	Critical as well as supportive communication needs to be encouraged.
9.	6.68	You have faith and trust in your leaders.	Leaders demonstrate that they make decisions based upon technical and situational knowledge and that they keep subordinates' point of view in mind.
10.	6.68	Needed work gets done because of the way your leaders and peers work together.	People in the organization work cooperatively on joint problems treating subordinates as equals.

APPENDIX A-11

MAGNET SCHOOL OFFICE

TEN CRITICAL ITEMS

CERTIFICATED-OTHER

	INTENSITY SCORE	ITEM	DIRECTIONS FOR IMPROVEMENT
1.	8.85	Your leaders treat you in ways which make you feel important.	Subordinates' ideas and activities are given the same consideration as are colleagues'.
2.	7.75	Your leaders use what they know about "How You Are Doing" to help you improve.	Leaders make an effort to obtain and use information about subordinates' behavior to make positive changes.
3.	7.69	You or your peer take a part in making decisions which affect you.	Involve subordinates in making decisions which affect them.
4.	7.67	Needed work gets done because of the way your leaders and peers work together.	People in the organization work coperatively on joint problems treating subordinates as equal.
5.	7.66	True and complete information is used to rate what you and your peers do.	Joint understanding of evaluative criteria should be established and utilized.
6.	7.42	You and your peers tell it "Like It Is" to your leaders.	Critical as well as supportive communication needs to be encouraged.
7.	7.19	Your leaders discuss with you or your peers ways to improve things.	Subordinate input for determining goals, methods, and activities should be utilized.
8.	6.76	The people who make decisions which affect you are aware of the things you face.	Leaders know and understand problem or subordinates very well.
9.	6.29	Teamwork is used to improve things.	Whenever possible teamwork should be used.
10.	6.28	You take part in judging your performance.	Opportunities for subordinate participation in evaluation are provided for.

APPENDIX B

DSLI FACTOR ITEMS

APPENDIX B

TOTAL DSLI ITEMS BY FACTOR

Confidence and Trust

1. Your leaders have faith and trust in you.

4. Your leaders work with you in such a way that you like to do what they expect you to do.

5. You have faith and trust in your leaders.

12. True and complete information is used to rate what you and your peers do.

14. Leaders are told what they should know in an open way by the ones who are involved.

15. You feel close to your leaders.

16. Your leaders leave you free to control your behavior.

17. When decisions are made they are based on information which you think is right and fair.

18. You feel friendly with your leaders.

26. You share your problems with your leaders.

32. Your leaders support and back you up.

41. Needed work gets done because of the way your leaders and peers work together.

44. Your peers accept what is expected of them.

49. Your leaders share with you most all the information you need or want.

Communication

13. You know how things are from your leaders' point of view.

19. You or your peers can bring about changes in policies.

20. Ideas for ways to improve things come from all concerned.

21. You or your peers can help change <u>how</u> things are done.

23. You share your feelings with your leaders.

24. You are able to improve things.

25. Your leaders show that the work done by you and your peers is important.

30. You and your peers tell it "like it is" to your leaders.

33. You communicate with leaders to improve things.

34. Your leaders try to get your ideas.

Control

6. Your leaders use what they know about "how you are doing" to help you improve.

28. Your leaders provide chances for you to work with your peers in friendly ways.

29. Those not in charge show as much concern about a job being done as do leaders.

31. You have the chance to show concern for others.

36. You are encouraged to give help to others to make things better.

42. Your leaders try to get you to reach high goals.

43. You take part in judging your performance.

51. Information on what you do and how well you do it is used to help solve problems.

Decision-Making

2. Teamwork is used to improve things.

3. You or your peers can take part in improving things.

7. Decisions are made through teamwork.

10. You or your peers take a part in making decisions which affect you.

11. Your leaders know how it is from your point of view.

22. When your leaders know your ideas they try to use them.

35. Your leaders use your help to solve a common problem.

37. Decisions are made by those close to the problem source.

38. The people who make decisions which affect you are aware of the things you face.

39. You or your peers influence what happens to you.

Interaction - Influence

8. Your leaders discuss with you or your peers ways to improve things.

9. Your leaders treat you in ways which make you feel important.

27. You or your peers can help bring about changes in what is done.

40. Decisions are made in such a way that you do not mind carrying them out.

45. Your leaders work with you and your peers in friendly ways.

46. Your leaders use what they "find out" to make things better.

47. Things are organized so that you or your peers can help make decisions.

48. Most all work together to get the job done.

50. Most all get along well and help each other.

52. The leaders work with their peers and people below them to make the decisions.

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)

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ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

The Organizational Climate Description Questionnaire (OCDQ) (Halpin & Croft, 1963) is a survey instrument used to portray a series of teacher and principal attributes which contribute to the organizational climate within elementary schools. At the end of the 1976-77 school year the 80-item questionnaire was administered to elementary-level teachers at the seven magnet grade schools (ABI #1, ABI #2&3, ALCE, IGE, ILC, PLAN, VPAC), three pilot grade schools (Jefferson, Scullin and Williams), and three control schools (Adams, Lafayette, and Mullanphy). The questionnaire items describe typical behaviors or conditions that occur within an elementary school organization. Teachers were asked to respond to the situations described in each item according to a four-point scale ranging from "rarely occurs" (1) to "very frequently occurs" (4).

From responses to these eighty OCDQ items, scores were derived for each of eight categories that describe aspects of the organizational climate in a given school. Four of these categories pertain to characteristics of the teachers as a group, and four relate to the school principal as a leader. The teacher and principal behaviors represented by these categories are described briefly below:

Teachers' Behavior

(1) Disengagement (DIS) is a measure of group cohesiveness. It indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves. The lower the score, the less successful the teachers are at working together.

(2) Hindrance (HIN) refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busywork. The lower the score, the greater the burden perceived by teachers.

(3) Esprit (ESP) is a measure of teacher morale. The teachers perceive that their social needs are being satisfied, and that, at the same time, teachers enjoy a sense of accomplishment in their jobs. The higher the score, the greater the perception of need satisfaction and accomplishment.

(4) Intimacy (INT) refers to the teachers' enjoyment of friendly social relations with each other. The higher the score, the greater the sense of enjoyment.

Principal's Behavior

(5) Aloofness (ALO) refers to principal behavior which is characterized as formal and impersonal. He/she "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal face-to-face situation. The lower the score, the more formal and impersonal is principal behavior as perceived by teachers.

(6) Production Emphasis (PRD) refers to principal behavior which is characterized by close supervision of the staff. He/she is highly directive and task-oriented. The higher the score the closer is staff supervision as perceived by teachers.

(7) Thrust (THR) refers to behavior marked by the principal's attempt to motivate the teacher through the example which he/she personally sets. The principal asks no more of the teachers than he/she asks of him or herself.

(8) Consideration (CON) refers to principal behavior which is characterized by an inclination to treat the teachers "humanly," i.e., to try to do a little something extra for them in human terms. The higher the score the greater the consideration perceived by teachers.

The scores reported by category for each school have been standardized nationally with a resultant mean (average) of 50. Hence, scores of 51 or greater for any category are higher than the national average and scores of 49 or less fall below the national average. Table 1 contains a complete layout of scores for all schools across the eight categories and also lists averages for each subset of schools (i.e., magnet, pilot, control) as well as an overall sample average.

Included in Column 9 of Table 1 is a measure of the degree of openness of the school climate such that the higher the score observed, the more open the climate. A high degree of openness would be characteristic of an energetic, lively organization which is moving towards its goals, and which provides satisfaction for the group's social needs. Openness is a composite measure derived by combining scores for Esprit and Thrust, subtracting the score for Disengagement, and standardizing the result. Figures 1 through 9 graphically display the scores for each category across the 13 schools involved.

Results

As mentioned earlier, the results of the OCDQ have been subdivided into three groups: Magnet, Pilot and Control. Table 1 shows the results by school for each group as well as the total sample. Inspection of Table 1 shows the sample average scores slightly below the national averages for every category. The magnet school averages were more favorable than the pilot and control school averages in all categories. The pilot school averages were more favorable than the control school averages in only two areas: hindrance and esprit. While the averages of the control schools were never more favorable than that of the magnet schools, they were more favorable than the pilot schools in six categories: hindrance, intimacy, aloofness, production emphasis, consideration and openness.

The three schools which had the most favorable scores (top 25%) were ABI #1 (Mallinckrodt), IGE (Wade), and Jefferson. In fact, ABI #1 had the most favorable score in eight of the nine categories. The three schools with the least favorable scores (bottom 25% of the sample) were Scullin, Williams and ALCE (Madison).

Discussions and Recommendations

The OCDQ was administered to magnet, pilot and control schools for two reasons: (1) to determine if the organizational climate in magnet schools was as favorable (positive) as in non-magnet schools which are "naturally" integrated; (2) to provide school administrators an instrument which would (a) reflect the perceptions of the school staff, (b) indicate which areas are not viewed as favorably as the school administrator desires.

Although the sample averages were below the national norms such a pattern is characteristic of large metropolitan school districts. Therefore, one must interpret the data in light of reasonable as well as desired expectations.

As stated earlier the primary purpose for using the OCDQ was to provide local administrators with information which could be utilized to improve the functioning of their schools. Although this was the first year for the magnet schools their average category scores were more favorable than the sample averages on eight of the nine measures of school climate. Moreover, their average category scores were more favorable than either the pilot or control schools in every case.

Schools wishing to develop an "atmosphere" which is more cohesive, productive and open should particularly look at their Disengagement, Hindrance, Esprit, Aloofness, Thrust and Consideration scores. If their scores are

lower than 50 on any of these categories, they may want to analyze their present procedures and policies and develop a plan of action to correct those things which they feel may have contributed to their unfavorable scores.

For example if a school scored 55 on hindrance and 45 on aloofness, the principal may wish to examine the types of assignments and duties he/she is placing upon the teacher as well as the manner in which these tasks are given. A principal may discover that some of the duties and assignments are overlapping and that by restructuring the nature of the tasks involved a simpler and therefore less burdensome task may be used. The principal may also decide to try a more informal way of making particular assignments, such as going to the teacher's room to make the assignment as opposed to putting a notice in the teacher's box.

Summary

The organizational climate of schools as measured by the OCDQ can be used as one measure of a principal's ability to create an atmosphere in which he/she and other members of the school organization can initiate and consummate acts of leadership. The more "open" a school is in terms of its organizational climate, the more effective it seems to be in providing an "atmosphere" where both the principal and other staff members can receive satisfaction and fulfillment.

While below the national average, magnet schools were more "open" than non-magnet schools and had more favorable scores in all areas of school climate. The control schools displayed very similar results with somewhat more favorable scores than the pilot schools.

Results from the OCDQ provide a useful way for schools to look at their organizational climate. It also enables interested schools to analyze potential areas for organizational improvement.

TABLE 1

Standardized Scores for Categories Reflecting School Characteristics which Contribute to School Organizational Climate and the Openness of Organizational Climate

	CATEGORIES								
	Teachers' Behavior				Principal's Behavior				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
SCHOOL	DIS	HIN	ESP	INT	ALO	PRD	THR	CON	OPN
ABI #1	55.0	57.0	55.0	59.0	48.0	53.0	59.0	57.0	58.0
ABI #2&3	46.0	57.0	44.0	45.0	46.0	47.0	47.0	46.0	44.0
ALCE	38.0	43.0	31.0	54.0	49.0	41.0	35.0	39.0	30.0
IGE	51.0	49.0	43.0	54.0	56.0	45.0	54.0	54.0	49.0
ILC	49.0	50.0	41.0	41.0	51.0	47.0	53.0	51.0	47.0
PLAN	51.0	49.0	45.0	51.0	49.0	49.0	51.0	48.0	49.0
VPAC	53.0	41.0	42.0	57.0	50.0	52.0	39.0	51.0	43.0
Magnet Ave.	49.0	49.4	43.0	51.6	49.9	47.7	48.3	49.4	45.7
Jefferson	47.0	54.0	48.0	49.0	53.0	43.0	55.0	55.0	51.0
Scullin	47.0	40.0	34.0	39.0	42.0	46.0	33.0	35.0	33.0
Williams	40.0	46.0	33.0	48.0	44.0	50.0	38.0	43.0	33.0
Pilot Ave.	44.7	46.7	38.3	45.3	46.3	46.3	42.0	44.3	39.0
Adams	51.0	44.0	34.0	49.0	46.0	45.0	35.0	40.0	36.0
Lafayette	50.0	44.0	34.0	46.0	46.0	50.0	45.0	42.0	41.0
Mullanphy	45.0	47.0	42.0	54.0	50.0	52.0	46.0	53.0	43.0
Control Ave.	48.7	45.0	36.7	49.7	47.3	49.0	42.0	45.0	40.0
Sample Ave.	47.9	47,8	40.5	49.7	48.5	47.7	45.4	47.2	42.8
Stand. Dev.	4.9	5.6	7.0	6.0	3.8	3.7	8.7	7.0	8.2

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Figure 1

Teacher' Behavior: DISENGAGEMENT

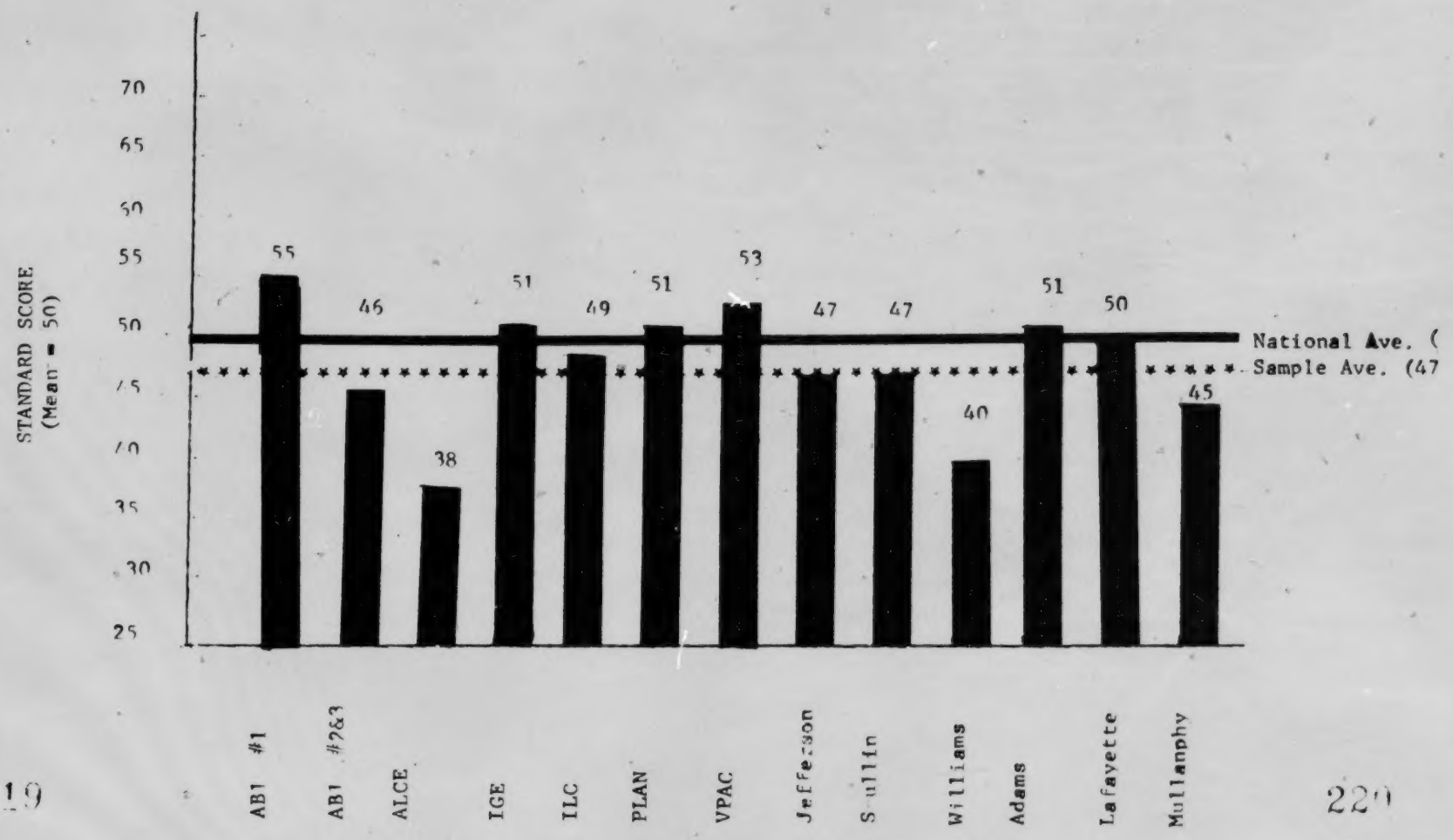


Figure 2

Teacher' Behavior: HINDRANCE

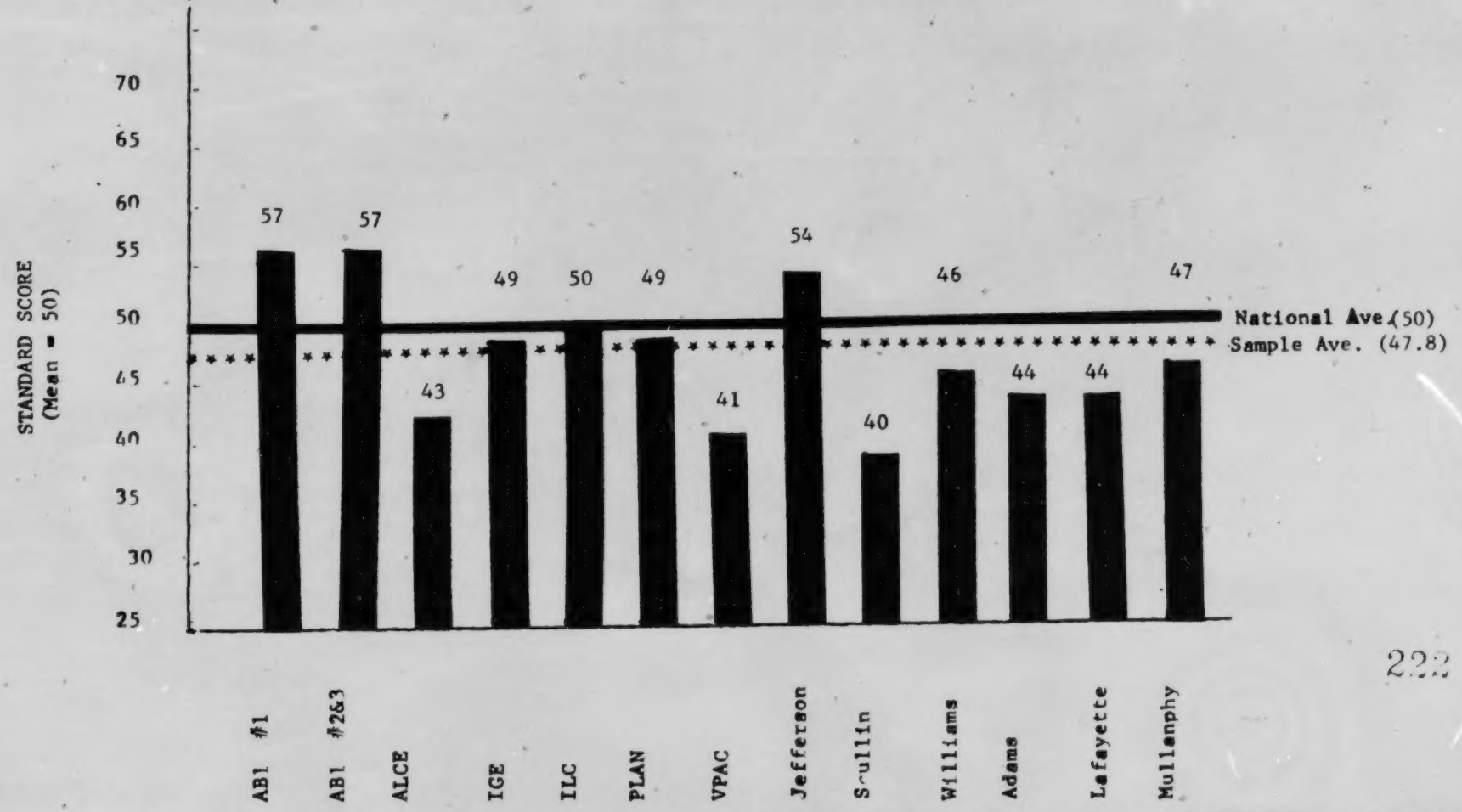


Figure 3

Teachers' Behavior: ESPRIT

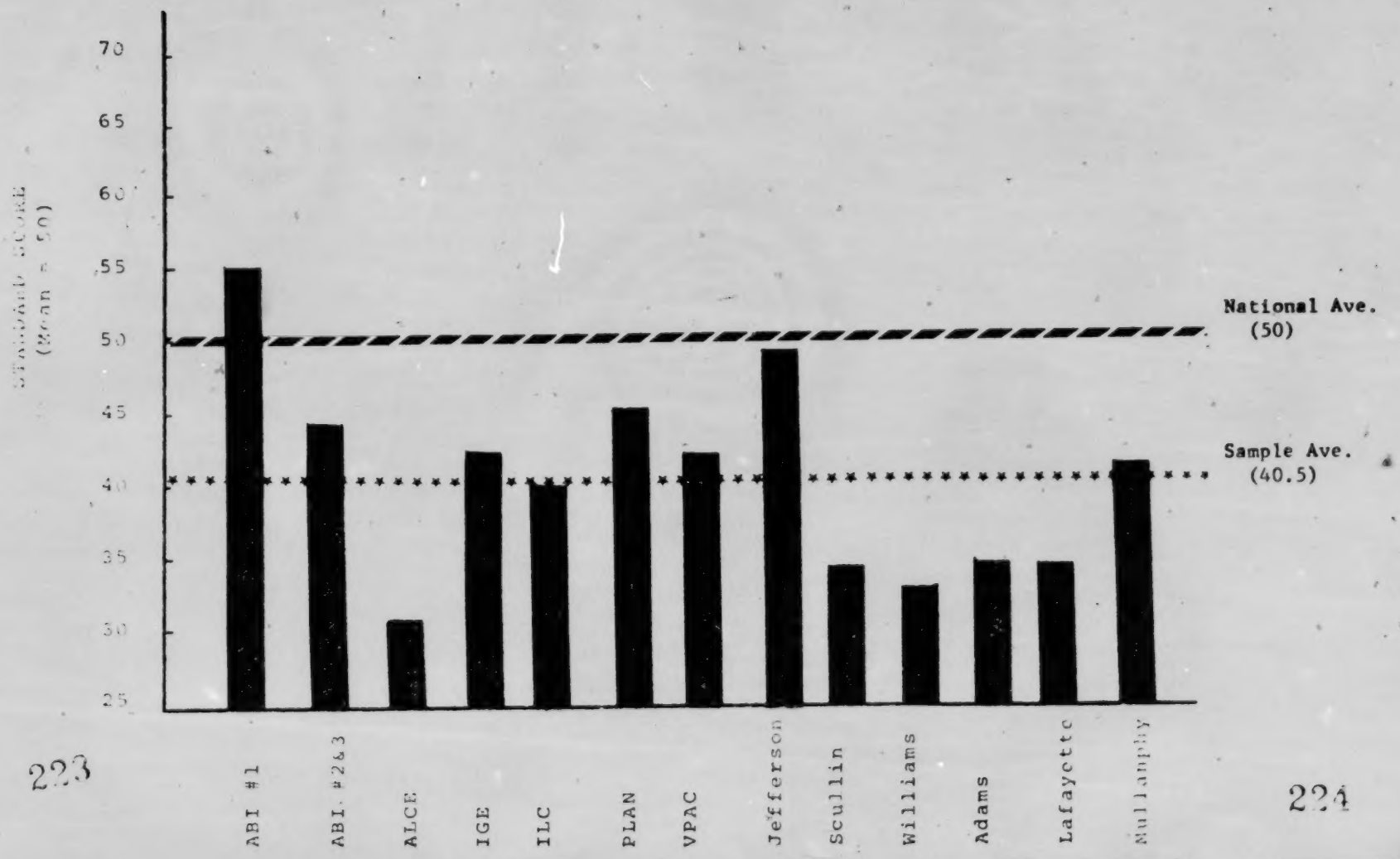
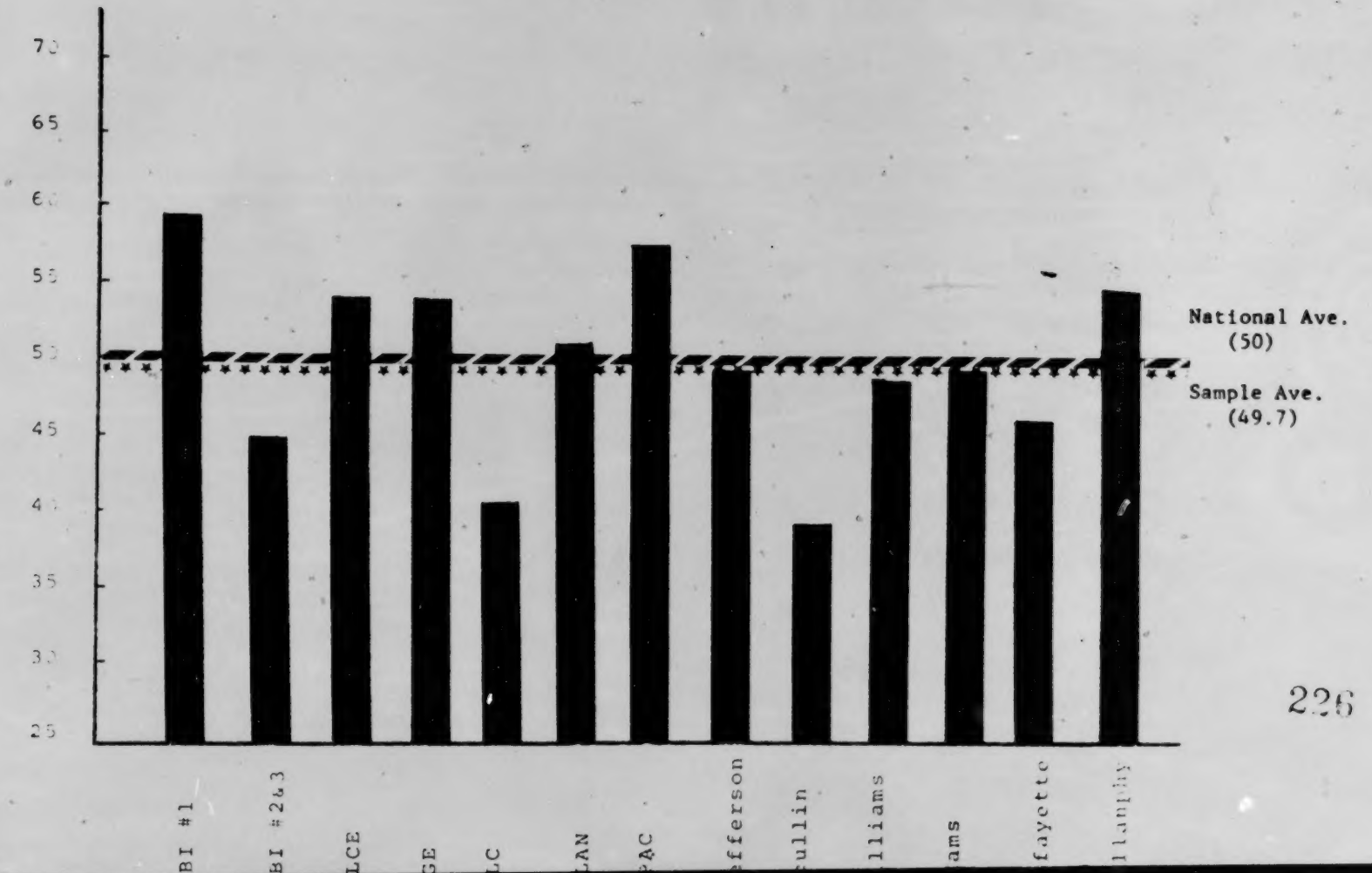


Figure 4

Teachers' Behavior: INTIMACY



170.

225

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Figure 5

Principal's Behavior: ALOOFNESS

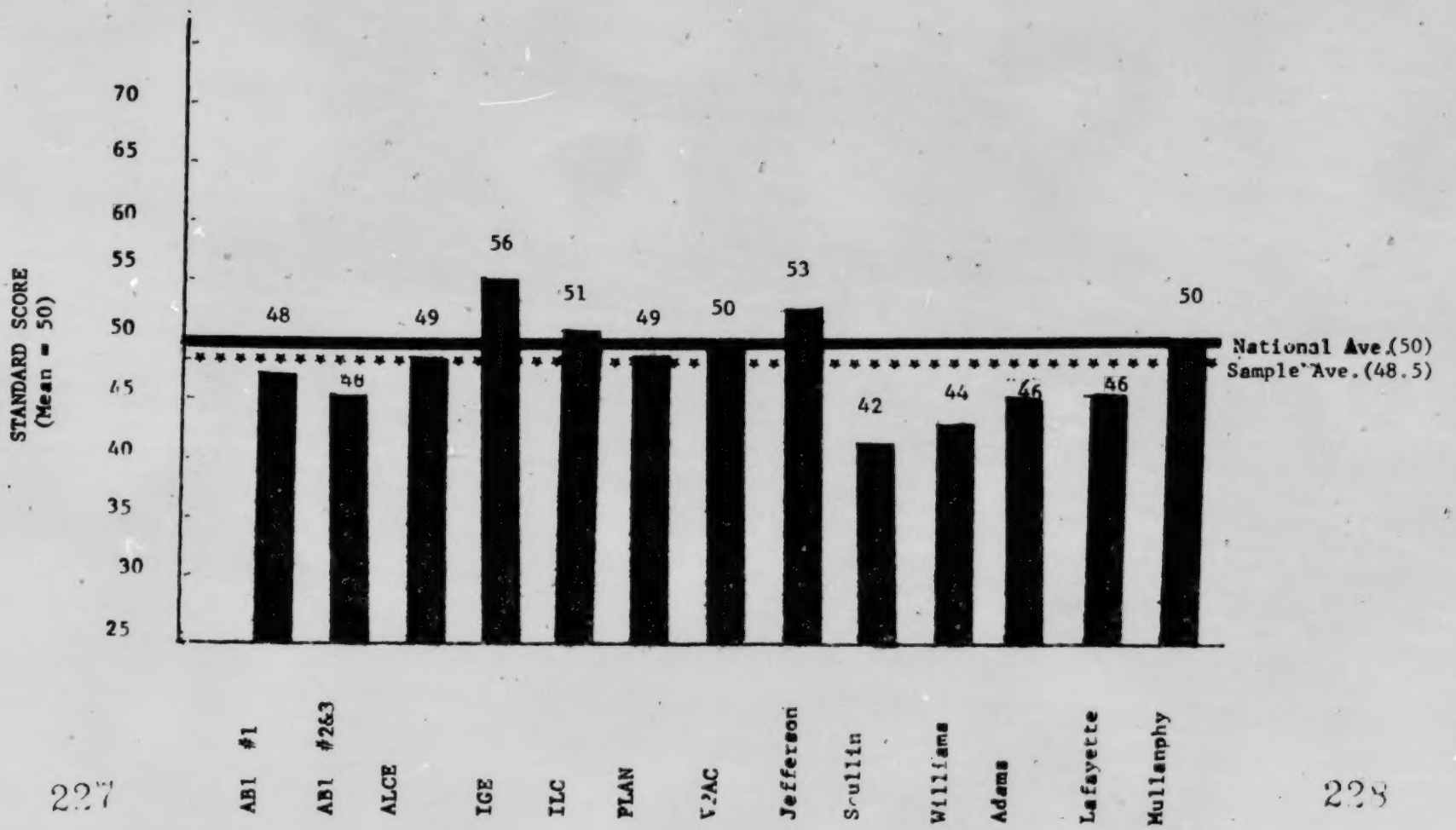


Figure 6

Principal's Behavior: PRODUCTION EMPHASIS

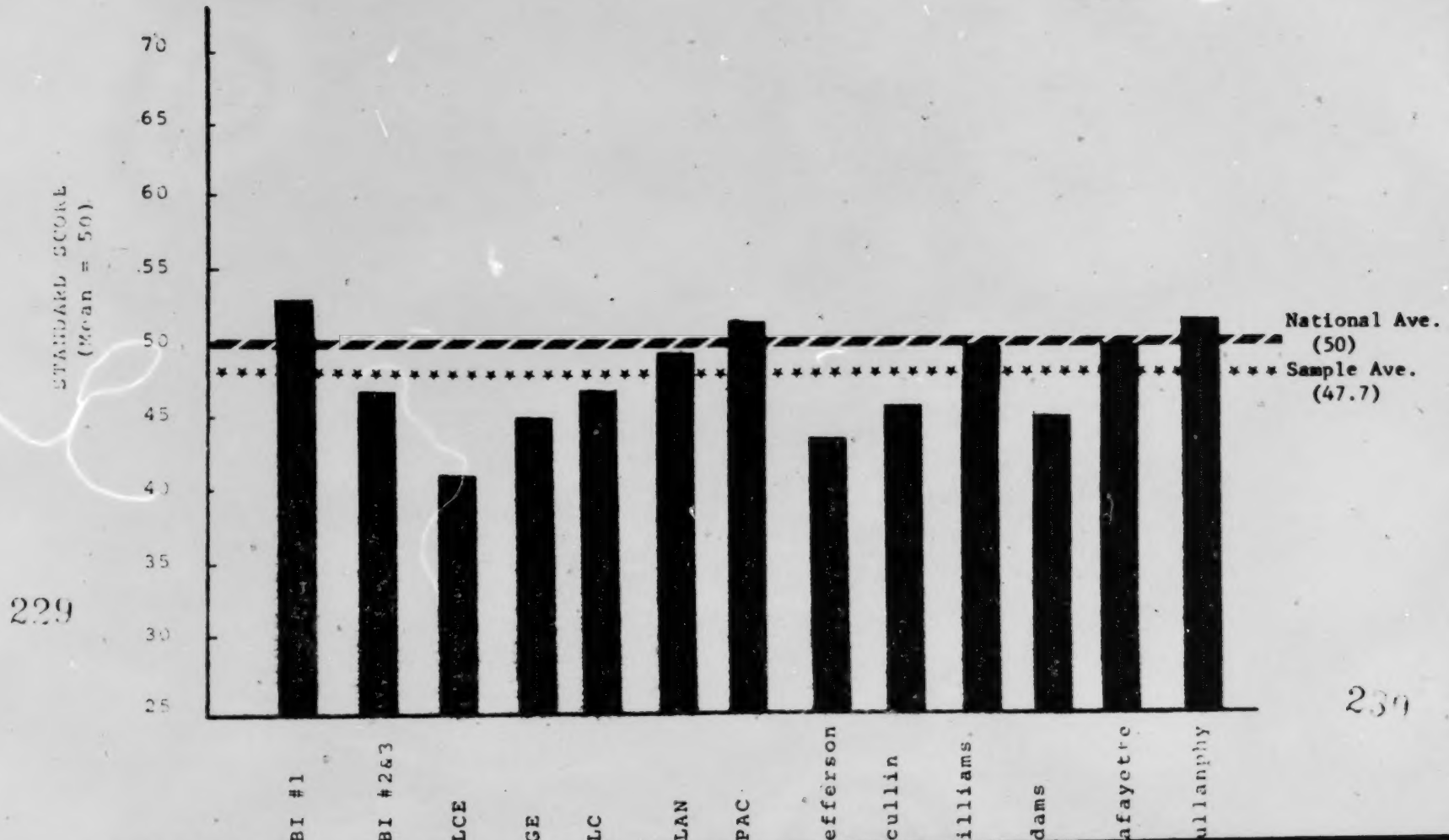


Figure 7

Principal's Behavior: THRUST

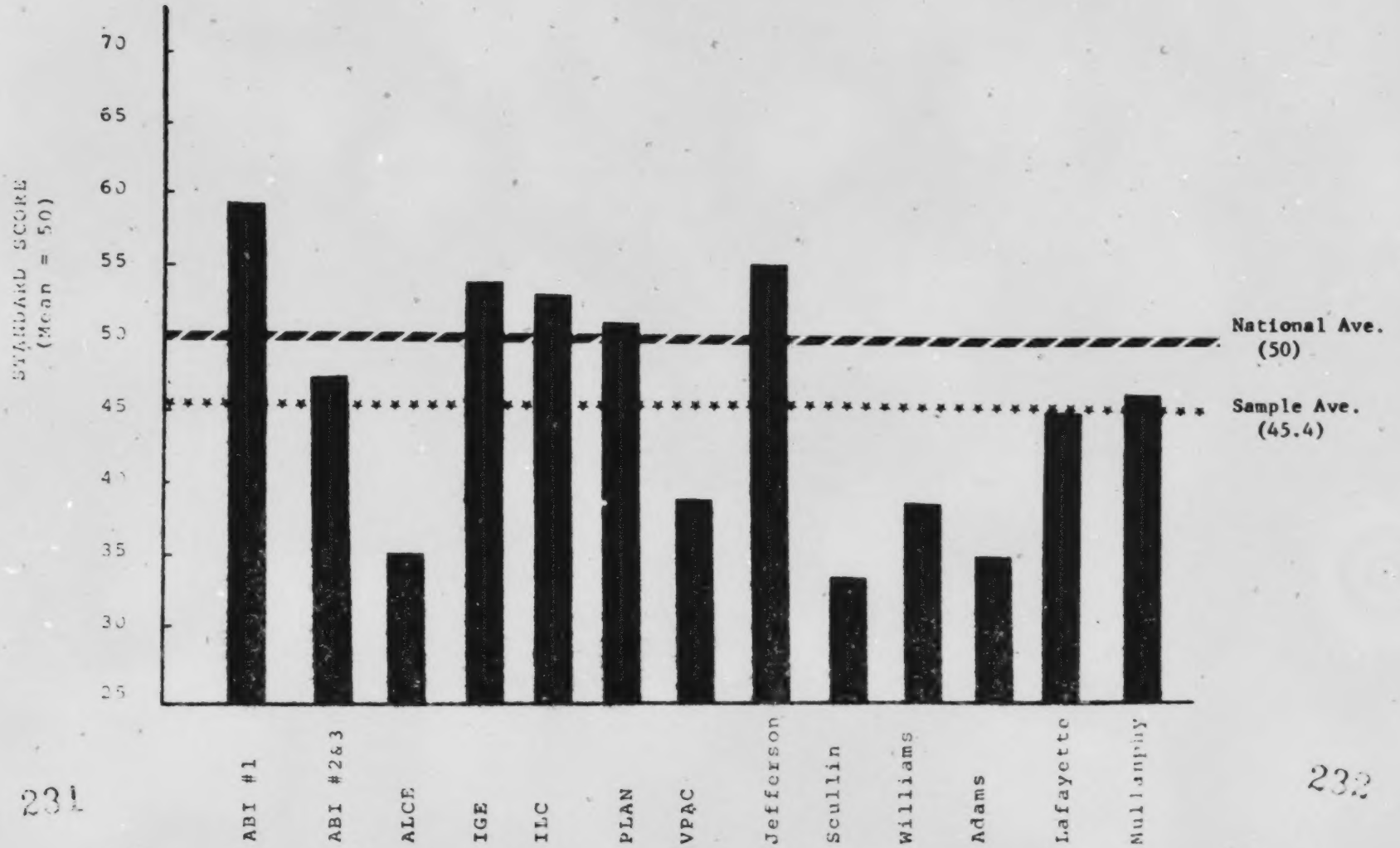


Figure 8

Principal's Behavior: CONSIDERATION

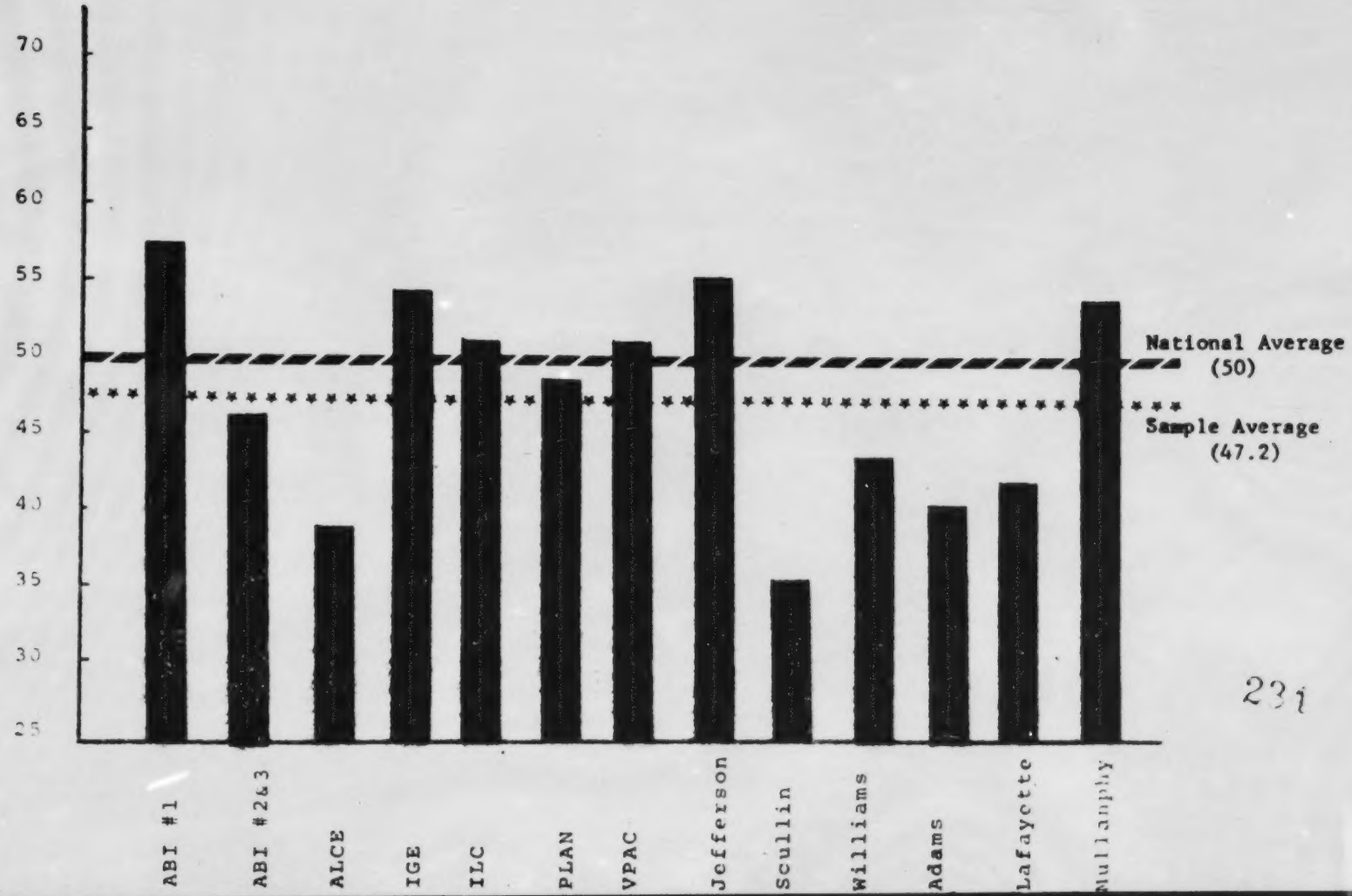
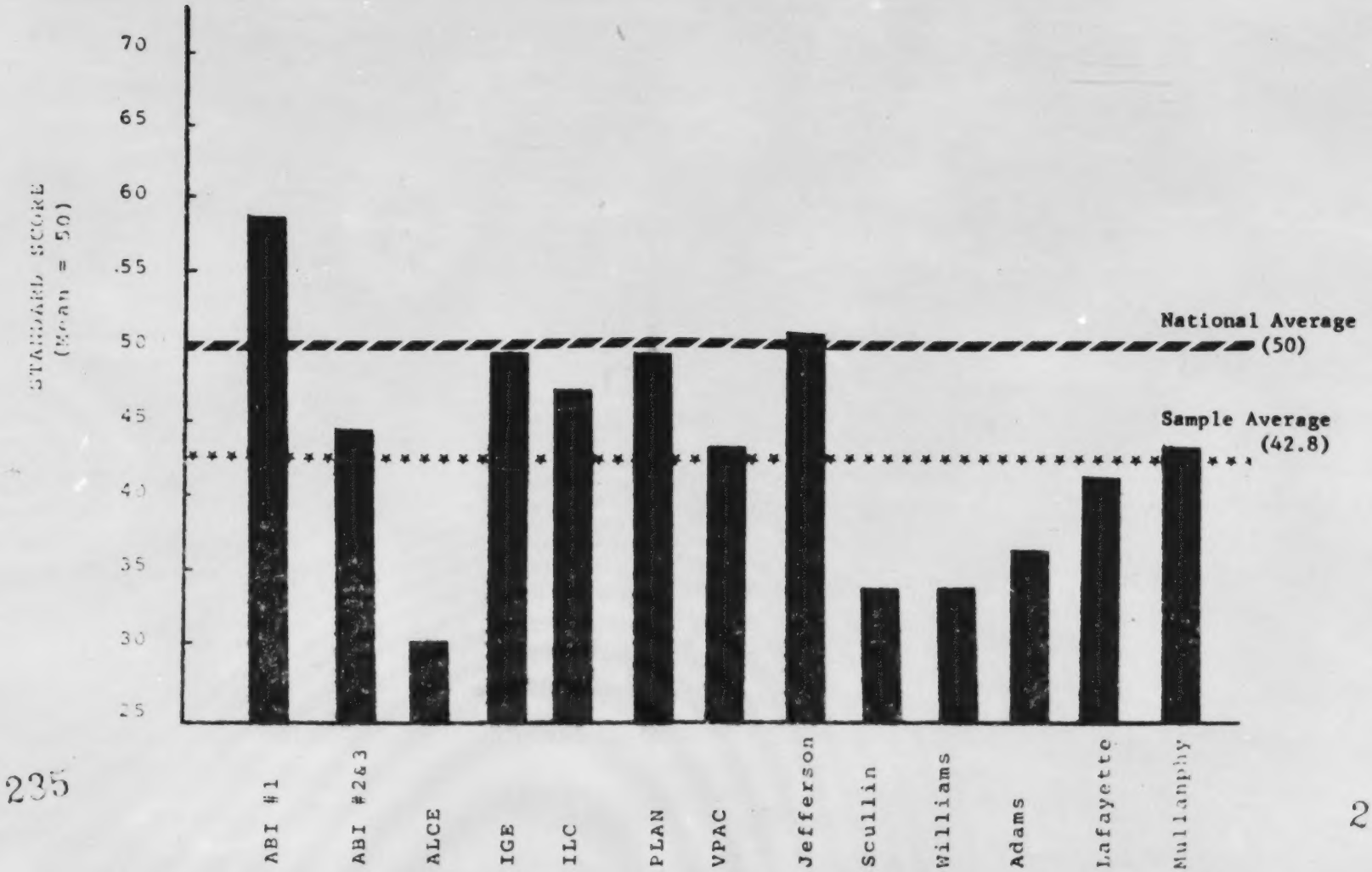


Figure 9

Openness of School Organizational Climate



PARENT ATTITUDES

MAGNET/PILOT PARENT QUESTIONNAIRE

Magnet/Pilot Parent Questionnaire

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Magnet/Pilot Parent Questionnaire

The Magnet/Pilot Parent Questionnaire was sent to 720 parents who had children enrolled in either a magnet or pilot program in the city of St. Louis. There were 424 who responded, which is a 59% rate of return.

The questionnaire was designed to tap three major areas, and for analyses purposes the twenty questions, excluding BUSSED, were put into these three categories:

C1 - (QUAL. ED.) Quality Education and Program Satisfaction Questions-

School Continued
Quality Education
Unique Curriculum
Parent Satisfaction
Quality of Staff
Quality of Administration
School Difference
Impact
Student Satisfaction
Student Learning
Teachers

C2 - (RAC. REL.) Factors affecting Racial Relations Questions-

Reducing Racial Isolation
Positive Racial Relations
Relations between Black and White students
Racial Attitudes of students
Racial Attitudes of staff

C3 - (INST. IMPL.) Barriers to Basic Instructional Implementation Questions-

Problems with Transportation
Problems with Basic Supplies
Problems with Textbooks
Problems with Special Supplies

Utilizing this categorigation and the individual questions, comparisons of the parent responses will be presented evaluating:

(1) Magnet schools with Pilot schools

(2) Bussed students with Non-Bussed students

(3) Black parents with White parents

(4) Individual magnet schools with the Magnet School District

Magnet schools with Pilot schools:

The responses of the parents with children in magnet schools and the parents with children in pilot schools are shown in Table 1. Due to the small sample size the pilot schools are only represented as a group without a breakdown by individual school. A comparison in C2-(RAC. REL.) would not be meaningful and therefore will not be presented; however, the responses by questions are given in the table. The magnet schools were rated substantially higher than the pilot schools in C1-(QUAL. ED.), (Table 2-Figure 1). In nine of the ten areas in this category the magnet schools are rated higher, with large differences occurring in "How Different Is Your School,""Student Satisfaction," and"Better Teachers,""Parent Satisfaction"is another area where the magnet schools were more positively rated. In C3-(INST. IMPL.). the pilot schools were perceived to have fewer problems in implementing basic instruction. The only area within this category where a large difference occurs in transportation with the magnet schools seen as having a much larger problem.

Bussed Students with Non-Bussed Students:

The responses of the parents of children who were bussed as opposed to not bussed are reported in Table 3. The parents whose children were bussed to school, 76% of the sample, perceived the Magnet/Pilot Programs as significantly better than the parents whose children were not bussed. They rated the schools significantly higher in the areas of quality education/satisfaction and in positive racial relations; while viewing basic instructional implementation as somewhat more of a problem.

	C1-QUALITY EDUCATION	C2-RACIAL RELATIONS	C3-INSTRUCTIONAL IMPLEMENTATION
Bussed	83	88	74
Not Bussed	70	75	79

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The largest differences, bussed being higher than not bussed, occurred in the areas of teachers, student satisfaction and how different their school was from last year's school.

To an extent, teachers and differences in schools may be due to responses from parents of children who were not bussed, returning to the same school attended last year. This would, at least, minimize the probability of ascertaining large differences.

Substantial differences were seen in many of the other areas. These areas are listed below in descending order, ceasing when the difference of opinion is less than ten.

Parent Input
Relationships between Black and White students
Racial Attitudes of students
Positive Racial Relations
Reducing Racial Isolations
Learning
Transportation
Quality Education
Parent Satisfaction

The differences in the four questions relating to racial relations are very difficult to interpret when viewed juxtaposition with the breakdown of responses of black parents and white parents (Table 4). All that can be stated is that there were perceived significant differences with the parents of students who were bussed rating the program higher.

Black parents with white parents:

The responses of the black parents and white parents are shown in Table 4. Viewing the responses with respect to the three categories established there are no significant differences.

	C1-QUALITY EDUCATION	C2-RACIAL RELATIONS	C3-INSTRUCTIONAL IMPLEMENTATION
Black	80	85	79
White	78	82	72

The black parents, 59% of the sample, rated the program slightly higher than the white parents but the differences are negligible. There was a test run comparing the responses in Table 4 and this established an extremely high correlation between the ratings of the parents of black students to that of the parents of white students. This same test was run comparing one's race with the question of parent satisfaction. There was found to be no correlation between the two, leading to the conclusion that parent satisfaction--92% were satisfied--is independent of one's race.

When comparing the responses by question, the largest difference occurs in two areas. Special supplies was perceived as more of a problem the white parents and the black parents responded they had more impact. However, there is a different of less than 10% in 18 of the 20 questions with the average differences being only 4%. This reinforces the high correlation and the lack of any significant differences.

Individual Magnet schools with the Magnet School District

The parent responses by school by question are given in Table 1. In Table 2 the averages by school in rank order are given for each of the three pre-arranged categories.

In C1-(Qual. Ed.), AB #2 and IGE are substantially above the magnet school average, with VPAC and VPAH also being rated higher. ALCE is rated the second lowest with PLAN being rated significantly below the district's average (Table 2 and Figure 1).

In C2-(Racial Relations) VPAC was rated significantly above the average. IGE, VPAH, and AB #1 are rated above the average with PLAN rated significantly below the district. (Table 2 and Figure 2).

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In C3-(Instructional Implementation) there were no signficant differences with AB #2 parents perceiving the fewest problems and IGE and VPAH parents the most problems. (Table 2, Figure 3). AB #1 was rated as having the fewest problems in basic instructional implementation and also rated the highest in the quality education/satisfaction area. This combination leads to its being rated highest overall. The three other schools rated above the district's average overall are VPAC, IGE, and VPAH. It is interesting that these same three schools were perceived to have the most problems in the basic instructional implementation area. It is very positive that despite these perceived problems they were all rated well above the district average in C1-(Quality Education) and C2-(Racial Relations).

The oppostive of the above occurred with ILC, ALCE, and PLAN. ILC and ALCE were perceived as having slightly fewer problems in C3-(Instructional Implementation) than the district, while being rated below the district in C1-(Quality Education) and C2-(Racial Relations). PLAN was rated slightly above the district in C3-(Instructional Implementation) while not being perceived positively enough by the parents in the other two categories to prevent PLAN from being rated significantly below the magnet average in C1-(Quality Education) and C2-(Racial Relations) and thereby being rated the lowest overall. The overall averages of all categories are shown in Table 5 and Figure 4.

Overall Summary

The 59% rate of return was exceptional and the responses by the parents were very positive. Six of the many positive responses are as follows:

96% want the school continued
92% are satisfied with the programs
89% perceive the programs as moderate to very successful in achieving quality education
87% view the schools as being quite different
84% responded that the program was moderate to very successful in implementing a unique curriculum

80% perceive the programs as moderate to very successful in bringing about positive racial relations

In comparison the magnet schools were rated higher than the pilot schools in the important area of quality education/satisfaction despite having more perceived problems in the implementing of basic instruction. The parents of children who were bussed viewed the magnet schools significantly better than non-bussed parents on both the quality of education/satisfaction and the maintaining of racial relations. There were essentially no differences in the responses of black parents and those of white parents with the ratings being very high and similar, thereby being extremely positive feedback and noteworthy.

Of the nine magnet schools AB #2, VPAC, IGE, and VPAH were rated the highest. AB #1 and Academy of Math and Science were rated the same as the district average. ILC and ALCE were rated below the district average. PLAN was rated by far the lowest.

PERCENT OF PARENT RESPONSES

Percentage is based on number of Parents responding from each school

ITEMS / SCHOOL	AB 1	AB 2	ALCE	AMS	IGE	ILC	PLAN	VPAC	VPAH	Total MAGNETS	Total PILOTS
Sample Size	31	20	28	52	45	56	46	29	52	359	21
School Continued - YES	93%	100%	89%	98%	100%	100%	87%	100%	98%	96%	95%
Bussed - YES	67	80	82	75	80	76	48	86	94	76	43
Quality Education-Mod.* to very successful	81	100	89	96	93	86	73	97	90	89	84
Reducing Racial Isolation-Mod. to very successful	89	76	78	78	81	71	55	96	78	77	47
Unique curriculum-Mod. to very successful	78	88	93	88	85	86	70	89	81	84	81
Positive Racial Relations-Mod. to very successful	81	87	78	78	86	81	63	93	85	80	67
Parent Satisfaction - YES	89	100	85	92	98	95	81	96	96	92	82
Transportation-Mod. to severe problem	48	15	41	30	53	35	41	39	39	39	20
Basic Supplies-Mod. to severe problem	6	11	14	22	20	17	16	11	30	18	15
Textbooks-Mod. to severe problem	10	5	15	24	23	24	13	14	31	20	21
Special Supplies-Mod. to severe problem	22	6	20	20	23	20	23	46	29	24	28
Quality of Staff-Mod. to severe problem	6	11	12	14	0	15	22	7	8	11	15
Quality of Administration-Mod. to severe problem	3	0	25	10	2	13	28	8	0	10	5
Relations between Black and White students-Mod. to severe problem	10	0	15	12	14	16	32	4	2	13	21
Racial Attitudes of students Mod. to severe problem	10	0	15	10	7	15	24	7	8	12	15
Racial Attitudes of Teachers-Mod. to severe problem	7	0	19	10	2	18	18	0	9	11	0
School Difference-Quite different	77	95	78	87	95	85	71	97	94	87	45
Impact-No/Large	8/52	6/67	0/35	4/42	5/69	13/28	23/43	0/52	5/49	7/48	15/45
Student Satisfaction-Less/More	3/52	0/90	7/56	14/80	2/81	6/71	24/49	7/90	2/90	8/74	11/37
Student Learning-Less/More	7/63	0/95	4/59	8/66	2/86	13/60	13/42	3/83	6/78	7/69	10/60
Teachers-Worse/Better	7/62	0/80	11/44	6/54	0/86	10/48	7/41	7/62	6/68	6/60	5/40

*-Moderate

TABLE 2
AVERAGE OF PARENT RESPONSES

C1 (QUAL. ED.)		C2 (RAC. REL.*)		C3 (INST. IMP.±)	
SCHOOL	AVERAGE	SCHOOL	AVERAGE	SCHOOL	AVERAGE
AB #2	91%	VPAC	96%+	AB #2	88%
IGE	90	IGE	89	PILOTS	79
VPAC	87	VPAH	89	AB #1	79
VPAH	85	AB #1	89	ALCE	78
AMS	80	AMS	85	PLAN	77
MAGNET SCHOOLS	80	MAGNET SCHOOLS	84	AMS	76
AB #1	76	ALCE	81	ILC	76
				MAGNET SCHOOLS	75
ILC	76	ILC	81	VPAC	73
ALCE	72	PLAN	69-	IGE	70
PILOTS	68			VPAH	68
PLAN	64-				

*AB #2 and the Pilot Schools are omitted from C2 explanation on page 1.

±The higher the numbers the fewer perceived problems in implementing basic instruction

+Is significantly higher, at the .05 level, than the Magnet School Average.

-Is significantly lower, at the .05 level, than the Magnet School Average.

TABLE 3

COMPARISON OF PARENT RESPONSES OF BUSSED AND NOT BUSSED CHILDREN	% OF RESPONSES OF PARENTS WITH CHILDREN BUSSED	% OF RESPONSES OF PARENTS WIT CHILDREN NOT BUSSED
Sample Size	264	85
Continue School - YES	98	92
Quality Education - Moderate to very successful	91	83
Reducing Racial Isolation - Moderate to very successful	81	67
Unique Curriculum - Moderate to very successful	86	77
Positive Racial Relationships - Moderate to very successful	84	70
Parent Satisfaction - YES	95	85
Transportation - Moderate to severe problem	42	30
Basic Supplies - Moderate to severe problem	18	17
Textbooks - Moderate to severe problem	19	18
Special Supplies - Moderate to severe problem	25	20
Quality of Staff - Moderate to severe problem	11	10
Quality of Administration - Moderate to severe problem	9	13
Relations between Black and White students - Moderate to severe problem	9	25
Racial Attitudes of Students - Moderate to severe problem	8	23
Racial Attitudes of Staff - Moderate to severe problem	10	13
School is Different - QUITE	92	71
Impact - No/Large	6/53	11/35
Student Satisfaction - Less/More	7/80	11/54
Learning - Less/More	6/72	9/59
Teachers - Worse/Better	7/67	5/39

TABLE 4

COMPARISON OF PARENT RESPONSES OF WHITE AND BLACK CHILDREN

	PERCENT RESPONSE OF	
	Black Parents	White Parents
Sample Size	231	163
School Continued - YES	97	95
Quality Education-Moderate to very successful	89	88
Reducing Racial Isolation-Moderate to very successful	74	77
Unique Curriculum-Moderate to very successful	84	84
Positive Racial Relationships-Mod. to very successful	83	76
Parent Satisfaction - YES	92	91
Transportation-Moderate to severe problem	35	37
Basic Supplies-Moderate to severe problem	16	20
Textbooks-Moderate to severe problem	16	25
Special Supplies-Moderate to severe problem	19	31
Quality of Staff-Moderate to severe problem	13	9
Quality of Administration-Moderate to severe problem	10	11
Relations between Black and White students-Moderate to severe problem	10	18
Racial Attitudes of students-Moderate to severe problem	9	18
Racial Attitudes of staff-Moderate to to severe problem	11	8
School Different - Quite different	84	85
Impact - No/Large	8/54	9/42
Student Satisfaction-Less/More	7/73	10/68
Student Learning-Less/More	7/70	9/66
Teachers-Worse/Better	6/61	8/62

TABLE 5

OVERALL AVERAGE

SCHOOLS	AVERAGES
ACADEMY OF BASIC INSTRUCTION #2	92
VISUAL AND PERFORMING ARTS CENTER	86
INDIVIDUALLY GUIDED EDUCATION	86
VISUAL AND PERFORMING ARTS HIGH SCHOOL	83
ACADEMY OF MATH AND SCIENCE	80
MAGNET SCHOOLS	80
ACADEMY OF BASIC INSTRUCTION #1	80
INVESTIGATIVE LEARNING CENTER	76
ACTION LEARNING AND CAREER EDUCATION	75
PILOTS	72
PLAN	68

FIGURE 1

C1-(QUALITY EDUCATION)

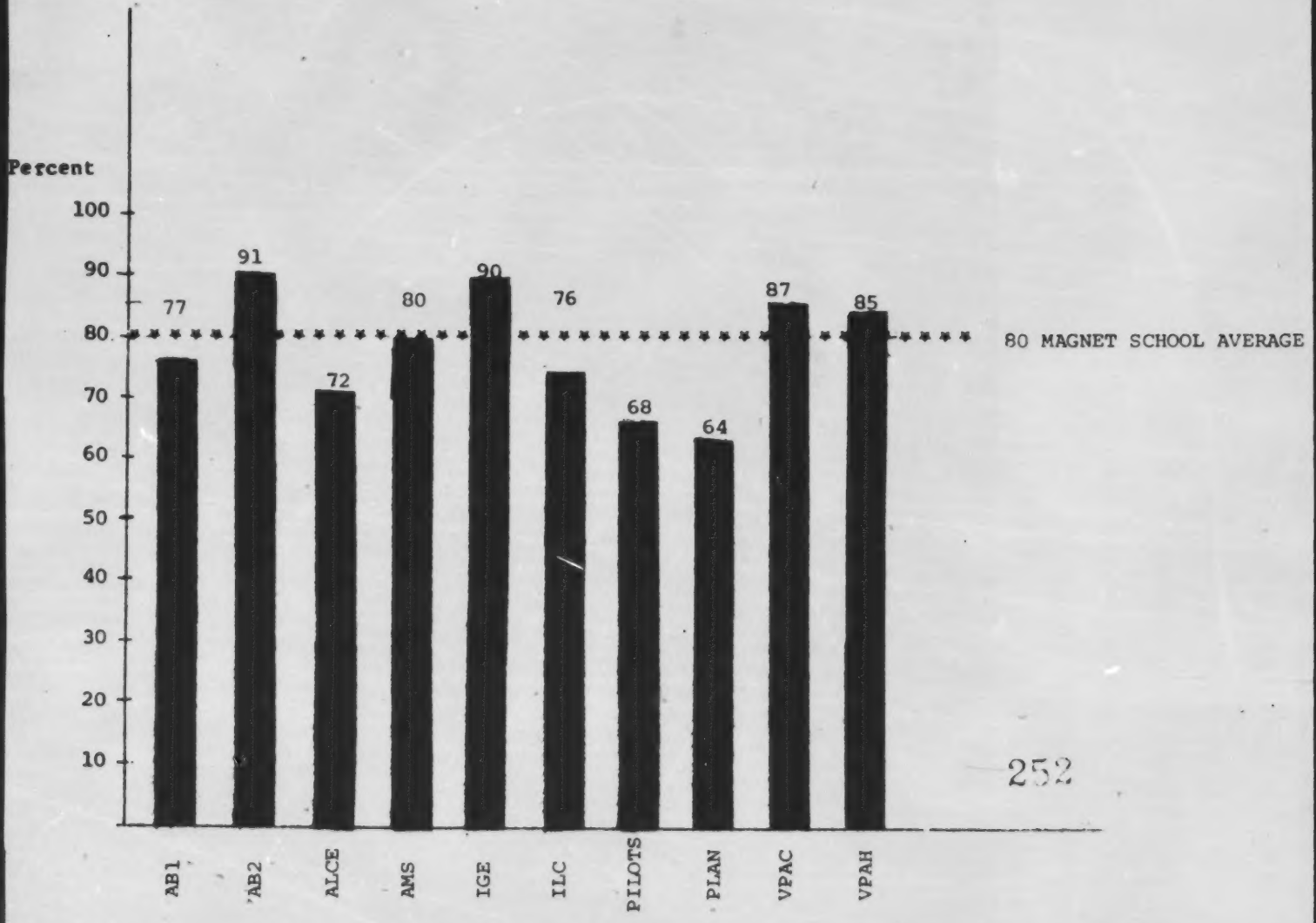


FIGURE 2

C2-(RACIAL RELATIONS)

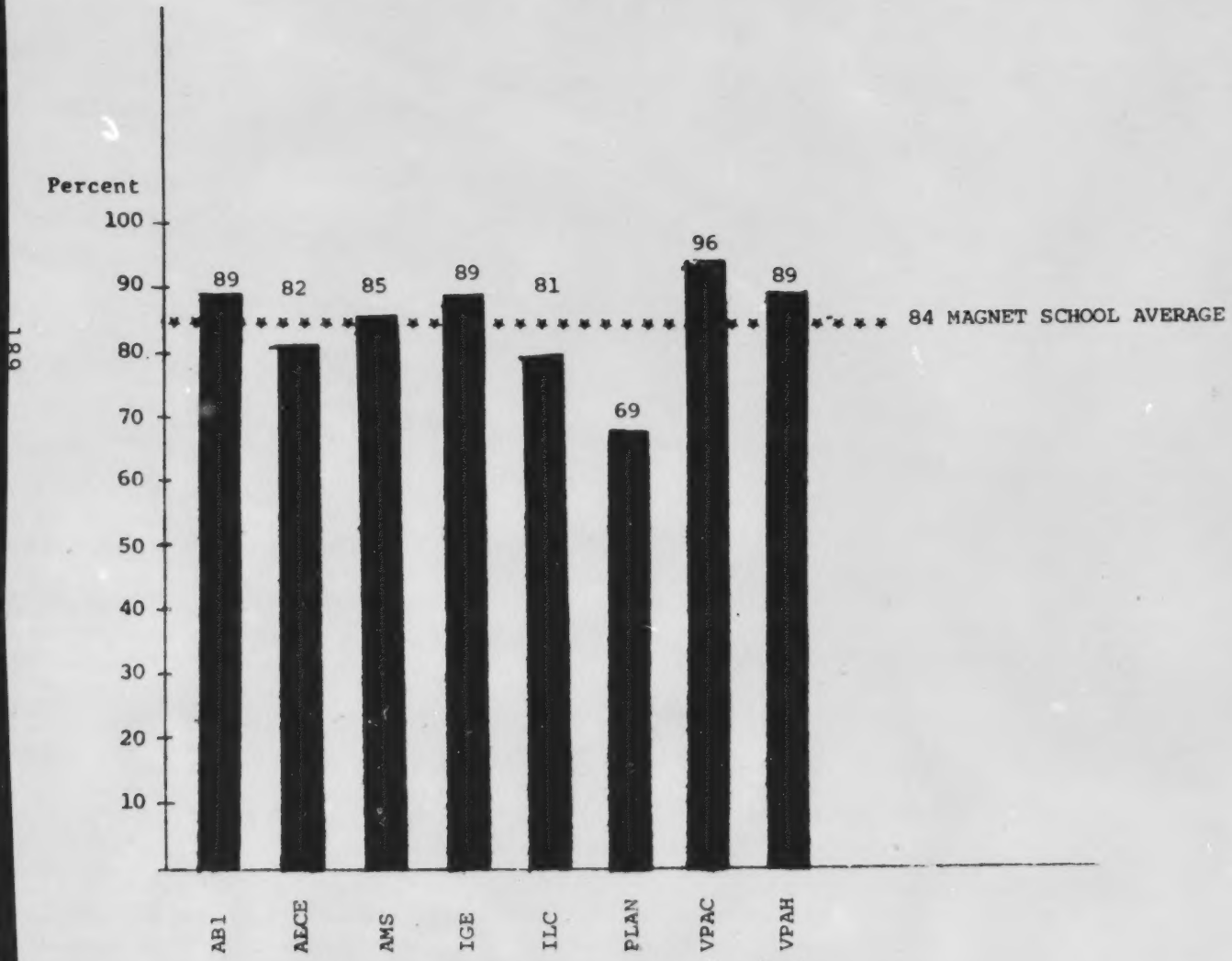


FIGURE 3
C3 (INSTRUCTIONAL IMPLEMENTATION)

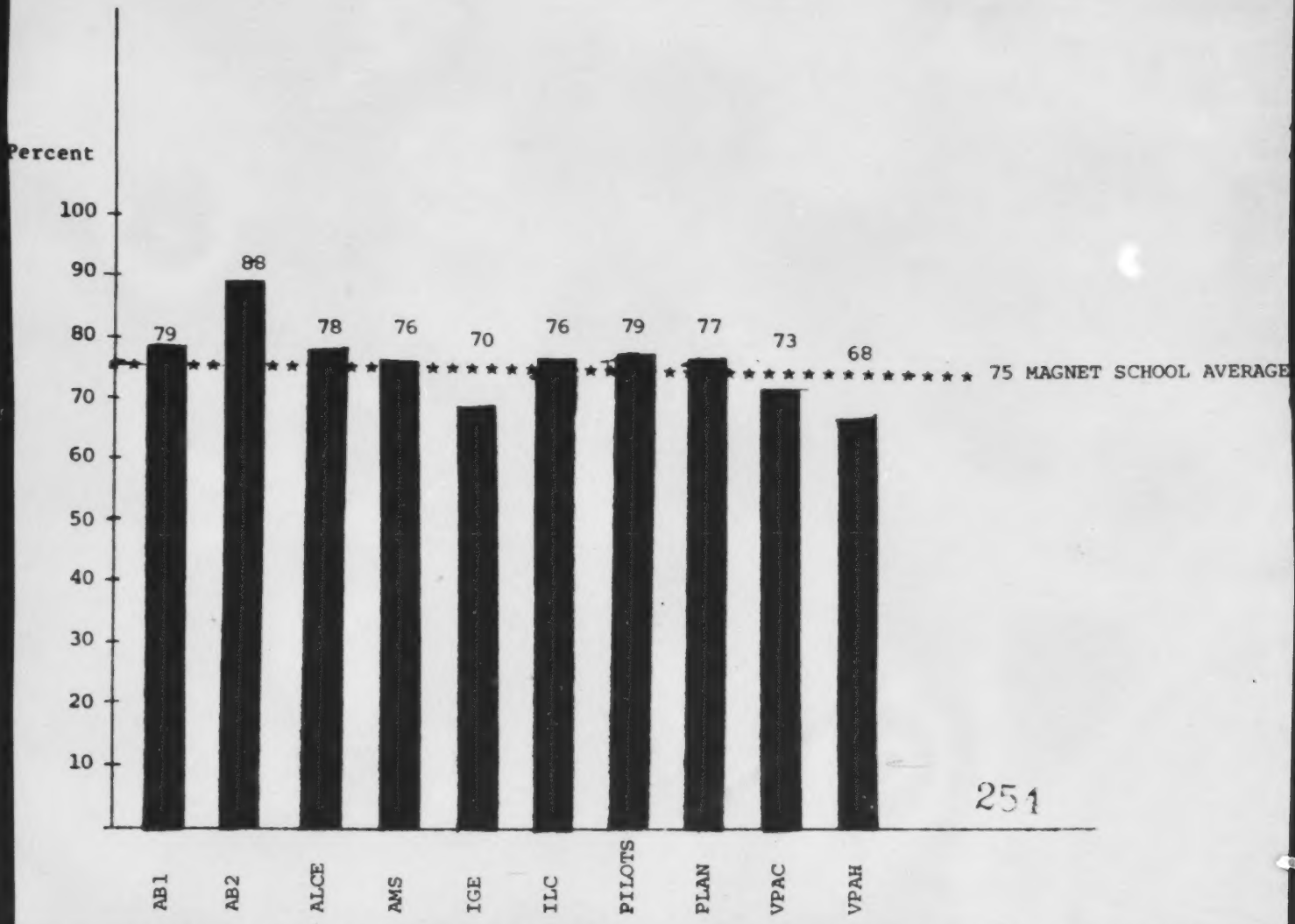
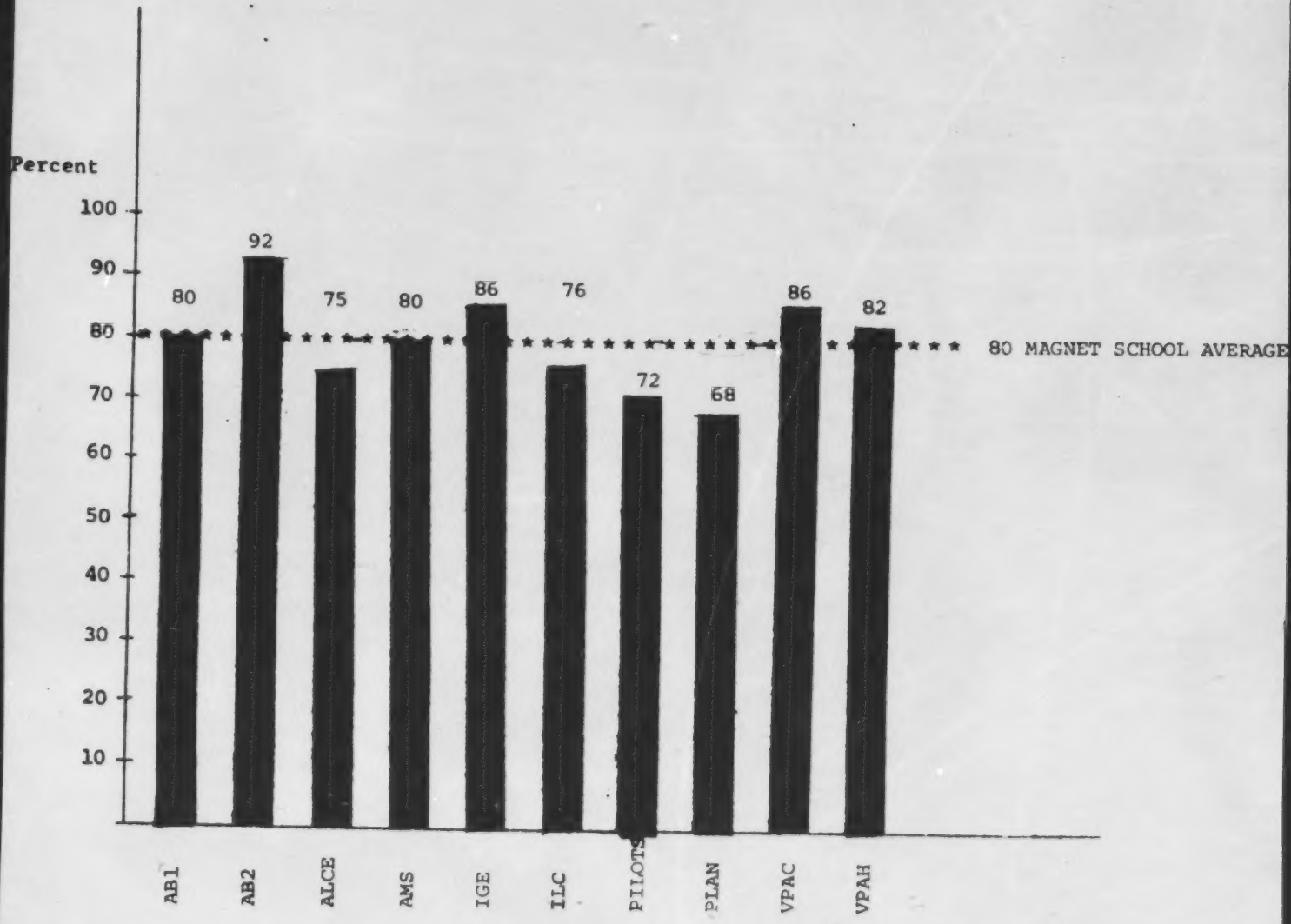


FIGURE 4

OVERALL AVERAGE



PARENT INPUT QUESTIONNAIRE

PARENT INPUT QUESTIONNAIRE

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PARENT INPUT QUESTIONNAIRE

The parent input questionnaire was mailed to 750 parents who currently have children attending either a public or private school in the city of St. Louis. There were 278 who responded, which is a 37% rate of return.

The questionnaire was designed to ascertain:

(1) parental involvement in many facets of the school
(2) educational level of parents
(3) if parents favor the Magnet School Concept
(4) if the magnet schools were substantially increased would you have your child apply?

With respect to these four categories comparisons are made of parent responses:

(a) Private schools with Magnet schools
(b) Private schools with Non-Magnet Public schools
(c) Magnet schools with Non-Magnet Public schools
(d) Black with White

Then an overall comparison will be made.

The category of parental involvement includes the first seven items asked on the questionnaire and can be seen in Table 1. This table includes a breakdown of responses by question by group and will be used to make the above mentioned comparisons.

Private schools with Magnet schools:

The private school parents were slightly more involved in the schools than the magnet school parents. An inspection of these seven questions reveals a similar pattern of high participation by both groups of parents, with a significant difference occurring only in attendance at PTA meetings, with the parents from private schools rated higher.

The educational level completed by the private school parents was significantly higher than the magnet school parents.

The magnet school concept was strongly favored by parents from both schools; however, the rating of the magnet school parents was significantly higher.

On the substantially increased/would apply question there was a large difference, 89% to 42%, magnet to private respectively. However, it is noteworthy

that although the parents from the private schools were using another educational alternative, 42% of them would send their children to magnet schools if they were substantially increased.

Private schools with Non-magnet Public

The private school parents were significantly more involved in their schools than were the non-magnet public school parents. Of the seven questions which comprise this category private school parents were rated higher on all seven and significantly higher on all but one, that being observed child in class.

Private school parents on the average had approximately a year and a half more education than the non-magnet public school parents which is significant. Both groups of parents favored the magnet school concept with the ratings of the private school parents significantly higher.

More non-magnet than private school parents, 54% to 42%, said they would have thei children apply if the magnet schools were substantially increased. It is important to note that even though there was a difference it was not significant and that the magnet schools would be attracting students from both groups of parents.

Magnet-schools with Non Magnet Public

The magnet school parents were significantly more involved in the schools than the non-magnet public school parents. Large differences occurred with the magnet school parents donating more time and participating more frequently in PTA, PAC, and other school activities. The largest difference was in perceived impact on the schools with the magnet school parents responding that 62% felt they had a large impact compared to only 36% for the non-magnet public school parents.

The magnet school parents on the average had approximately one-half year more education, which is not significant.

With over two-thirds of the non-magnet public school parents favoring the magnet school concept, they were still significantly below the magnet school

parents. While this is logical, it is important that at the end of one school year 95% of the parents whose children attended magnet schools still favored the magnet school concept.

Over half of the non-magnet public school parents would send their children to magnet schools if they were substantially increased. This again is significantly and logically less than the magnet school parents.

Black-White

There was very little difference between black parents and white parents involvement in the schools. On the seven questions the black parents were rated slightly higher on three and the white parents slightly higher on three with the only real difference being that black parents observed their children in class more often. The educational level completed by the two groups was very similar with a difference of only one-tenth of one year.

Over two thirds of the white parents favor the magnet school concept, compared to 87% of the black parents which was significantly higher. Over one-half of the white parents would send their children to the magnet schools if they were substantially increased. Again, this was significantly lower than the 70% positive response of the black parents.

Summary

Overall, parental involvement was very high and similar in the private and magnet schools with both groups significantly more involved than the non-magnet public school parents. The greatest difference in this category was the large impact at the schools that both the private and magnet school parents perceived they had. The educational level completed by the private school parents was significantly higher than the other two groups of parents.

The responses from this survey show that 80% of the parents favored the magnet school concept. It is important that 95% of the magnet school parents favored the concept, and equally important that 75% of the parents who did not have children in the magnet schools favored the concept.

The last and most important finding is that 42% of the private school parents, and 54% of the non-magnet school parents, would send their children to magnet schools if they were substantially increased.

TABLE 1

PARENT RESPONSES BY RACE AND TYPE OF SCHOOL	% of Parent Responses PRIVATE SCHOOLS	MAGNET SCHOOLS	NON-MAGNET PUBLIC SCHOOLS	BLACK	WHITE	TOTAL
Sample size	72	60	117	154	99	278
1. Frequently to nearly always go to PTA Meetings	67	43	31	48	41	45
2. Frequently to nearly always go to other school activities	73	74	50	59	66	62
3. Frequently to nearly always go to parent advisory meetings	62	46	29	43	48	44
4. Have observed your child(ren) in class two or more times	62	72	60	79	47	68
5. Have talked with the teacher(s) two or more times	97	94	89	94	91	93
6. Have donated at least 1-4 hours per month to school(s)	67	61	40	51	54	50
7. Parents' Impact at school (no impact/ large impact)	5/62	4/63	7/36	4/55	6/48	6/53
8. Parental Involvement (Quest. 1-7 combined)	70	66	48	61	56	59
9. Your child(ren) rides a bus to school	26	72	28	43	34	38
10. To what ethnic or racial group do you belong? (white/black)	30/65	46/49	42/57			38/59
11. Highest educational level completed by mother (in years 12.0=high school graduate)	12.5	11.6	11.0	11.7	11.5	11.5
12. Highest educational level completed by father (in years 12.0=high school graduate)	12.3	11.6	11.0	11.6	11.7	11.6
13. I favor the Magnet School Concept	82	95	68	87	68	80
14. If the Magnet Schools were substantially increased I would have my child(ren) apply	42	89	54	70	52	62

1977.

ATTENDANCE/ENROLLMENT

Attendance/Enrollment Study

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ATTENDANCE/ENROLIMENT STUDY

A study was conducted of attendance of students in the Magnet and Pilot Programs in order to determine if their attendance rates were different from that of the district as a whole.

Elementary schools' attendance rates, by semester and for the entire year, are given in Table 1. The pilot schools had the highest rate of attendance each semester and subsequently for the entire year. The magnet average was slightly lower than city-wide for the first semester and identical for the second semester. For the year the magnet average was just one percent below the city-wide average which is itself just one percent below the pilot average. In every case the differences were small.

Secondary schools'attendance rates are in Table 2. The pilot programs at Northwest and Sumner comprised a small percentage of their student populations and therefore no comparisons was made involving the pilot programs on the high school level. The magnet average was above the city-wide average for both semesters. For the year the magnet average was two percent above that of the city. Again there were no great differences. However, it is noteworthy that the Visual and Performing Arts High School had the second highest rate of attendance in the city.

Overall, it would appear that the Magnet and Pilot Programs neither substantially increased nor decreased the average rate of attendance.

The final 1976-77 enrollment figures are presented in Table 3. The magnet schools served over 2,000 St. Louis students consisting of a 56% black and 44% white student population. The pilot schools served over 1,000 students for a combined Magnet/Pilot Programs enrollment of over 3,000 students.

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Rate of Attendance in Elementary Schools

TABLE 1

ELEMENTARY SCHOOL	PERCENT OF ATTENDANCE FIRST SEMESTER	PERCENT OF ATTENDANCE SECOND SEMESTER	PERCENT OF ATTENDANCE ALL YEAR
JEFFERSON	95	93	94
SCULLIN	90	93	91
WILLIAMS	91	93	92
PILOT AVERAGE	92	93	92
AB #1	90	92	91
AB #2	90	90	90
ALCE	85	92	88
IGE	92	92	92
ILC	89	91	90
PLAN	86	88	87
VPAC	94	92	93
MAGNET AVERAGE	89	91	90
CITY-WIDE	91	91	91

Rate of Attendance in Secondary Schools

TABLE 2

HIGH SCHOOL	PERCENT OF ATTENDANCE FIRST SEMESTER	PERCENT OF ATTENDANCE SECOND SEMESTER	PERCENT O ATTENDANC ALL YEAR
BEAUMONT	86	84	85
CENTRAL	88	85	87
CLEVELAND	89	88	88
MCKINLEY	85	83	84
METRO	99	99	99
NORTHWEST	86	85	85
ROOSEVELT	87	85	86
SOLDAN	87	86	87
SOUTHWEST	91	91	91
SUMNER	87	86	87
VASHON	85	85	85
ACADEMY OF MATH & SCIENCE	86	86	86
VISUAL & PERFORMING ARTS	92	92	92
MAGNET AVERAGE	89	89	89
CITY-WIDE	87	86	87

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TABLE 3

FINAL 1976-77 ENROLLMENT FIGURES

MAGNET SCHOOLS

SCHOOLS	NUMBER OF WHITE STUDENTS	PERCENT OF WHITE STUDENTS	NUMBER OF BLACK STUDENTS	PERCENT OF BLACK STUDENTS	NUMBER OF OTHERS	TOTAL
#1	126	48	133	51	1	260
#2	6	5	113	95	0	119
CE	86	41	123	59	0	209
ES	47	44	57	53	4	108
E	152	48	164	52	1	317
C	125	41	179	59	2	306
AN	213	54	178	45	2	393
AC	96	52	86	47	1	183
HS	46	34	89	66	0	135
AHS	50	36	87	64	0	137
GNET TOTAL	947	44	1209	56	11	2167

PILOT SCHOOLS

	NUMBER ENROLLED
FFERSON	234
LLIN	231
LLIAMS	98
THWEST	240
NER	240
AL	1043

MAGNET/PILOT ENROLLMENT TOTAL 3210

SECTION III

EVALUATIONS
OF
SPECIAL PROGRAMS

Staff Development
Community Involvement
Law and Consumer Education
Cooperative Outdoor Education
Ethnic Heritage

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1976-77 Emergency School Assistance Act (ESAA)
Staff Development Workshops

Since the first evaluation of an ESAA workshop on October 13, 1976, the ESAA evaluation staff has collected normative rating data on a total of eighty-two ESAA workshops. The purpose of this report is to summarize the results of these eighty-two sets of ratings, to extract some general trends and implications, to present information on local norms, to derive conclusions, and to make recommendations.

The Instrument

The ratings of the workshops were obtained with a modified version of the Workshop Evaluation Scale (McCallon, 1976). The scale as used consisted of seven rating scales measuring the following dimensions:

(1) Organization
(2) Objectives
(3) Work of Presenter (Consultant)
(4) Ideas and Activities
(5) Scope (Coverage)
(6) Benefit
(7) Overall Effectiveness

Ratings were made on a 7-point scale, with "1" representing the lowest rating and "7" representing the highest rating. An additional "Yes-No" item provides a measure of the extent to

which respondents felt a need for more information about the workshop topic. Three open-ended questions asked the participants to list (1) the two strongest features of the workshop, (2) the two weakest features, and (3) their general comments.

This particular instrument was selected for two reasons. First, it provides measures of dimensions which are relevant to almost any workshop that could be conducted, thus providing a general purpose form and eliminating the need to develop new forms for each workshop. Second, and more important, this scale is referenced to national norms based on ratings of over 40,000 workshop participants, thus providing a highly stable set of reference points against which to measure the relative effectiveness of ESAA workshops. A copy of the actual form used to elicit participant feedback is included as Appendix A to this report.

The importance of having the norms cannot be minimized, even though norm-referenced measurement is still limited to providing relative, rather than absolute, estimations of effectiveness. To measure the effectiveness of a workshop in absolute terms would require an extremely sophisticated, and therefore expensive, set of criterion-referenced instruments to measure cognitive, affective, and behavioral changes of the participants. Ratings on un-normed scales, though easy and inexpensive to obtain, by themselves provide neither absolute nor relative measurement. The availability of norms, however, makes it possible to assess the extent to which ratings from a given workshop may be above or below average. For example,

a mean rating of 5.95 on a 7-point scale for Overall Effectiveness may appear to represent a very favorable rating. Reference to the published norm, however, reveals that this value corresponds to the 37th percentile, meaning that the rating is better than ratings of only a little over a third of all workshops. To be above the national norm the mean rating would have to be greater than 6.20. Thus, looking at the ratings without reference to some set of norms can be misleading, tempting one to conclude that a workshop had been well received when, in fact, it had not.

Procedure

The general procedure was for the workshop coordinator or an evaluator to pass out the forms at the end of the workshop and ask the participants to complete them before leaving. In a few cases the forms were not handed out at the workshop, so it was necessary to send the forms out and ask the participants to complete and return them. Although this did result in the loss of some data in these cases, the results were not widely disparate from those of the other workshops, so the effects were probably negligible.

Results from Local Workshops

Standard scores for each of the 82 workshops described earlier are presented in Table 1. The data in the table are arranged in rank order according to the overall averages, such that the highest-rated workshop is listed first and the lowest is listed last. In order to avoid misinterpretation of the data,

TABLE 1
STANDARD SCORES OF ESAA WORKSHOPS EVALUATED

Rank	Date/Workshop	Organi-zation	Objec-tives	Con-sultant	Ideas & Activ.	Scope	Benefit	Overall	Averages
1	1/29 Rodeway	126	123	121	126	128	129	119	125
2	5/25 Stix Basics	126	125	121	123	126	129	119	124
3	6/24 Art Activities	125	123	119	126	125	126	118	123
4	3/17-3/19-3/24 Course Goals, Obj., & Measurement	126	125	118	123	119	129	117	122
5	6/21 Make It-Take It	123	120	119	123	122	120	117	121
6	4/20 Stix Basics	121	120	121	116	123	120	119	121
7	5/4 Stix Basics	126	117	121	118	122	121	117	121
8	3/26 Mallinckrodt	123	125	113	118	122	126	117	121
9	4/27 Stix Basics	121	120	116	121	125	124	116	120
10	6/24 Classroom Org. & Management	123	122	119	120	117	123	117	120
11	3/19 College Prep	125	123	119	123	109	124	116	120
12	6/1 Stix Basics	123	114	113	123	126	121	117	120
13	12/4 Mallinckrodt	123	117	119	120	122	121	114	119
14	6/24 The Center Approach	123	117	118	126	117	117	117	119
15	3/15 Parent Workshop	118	112	121	118	125	124	114	119
16	3/26 VPAHS	120	117	118	121	119	118	115	118
17	3/16 Parent Workshop	109	120	121	121	117	121	116	118
18	4/23 McKinley - Roosevelt Crossover	125	120	113	116	115	118	116	118
19	3/4-3/5 Madison	120	114	118	125	106	118	114	116
20	12/11 Mallinckrodt	117	117	113	109	119	120	114	116
21	6/23 Science Activities	118	117	110	114	115	115	116	115
22	2/26 College Prep	109	114	109	116	117	126	112	115
23	4/30 Special Ed. Section A	115	117	116	116	112	115	111	115
24	6/24 Beaumont-Sumner	117	114	112	114	109	120	113	114
25	4/20-4/22 College Prep	107	109	116	114	117	121	113	114
26	4/16 Community Involvement - Ethnic Heritage	113	114	110	118	112	118	112	114
27	2/23-3/22 Stix Basics	117	112	112	109	115	114	111	113
28	6/22 Creative Newsletters	102	120	109	113	117	120	109	113

Rank	Date/Workshop	zation	tives	sultant	Activ.	Scope	Benefit	Overall	Averages
30	4/23 Mullanphy	107	112	119	108	105	118	111	111
31	4/30 Special Ed. Section C	113	115	112	113	108	111	108	111
32	11/13 Rodeway	117	110	104	113	111	112	111	111
33	12/4 Scullin	115	110	116	109	103	115	110	111
34	3/12 Mullanphy	106	115	116	114	97	117	111	111
35	3/10 Sumner	113	117	112	99	122	108	103	111
36	2/17 College Prep	118	107	107	106	106	114	108	109
37	1/29 Rodeway	117	110	110	111	97	114	107	109
38	6/22 Reaching the Community	112	112	109	111	100	111	108	109
39	5/7 Banneker: Central - Vashon Crossover	110	102	106	106	112	112	110	108
40	4/21 Cleveland - Southwest Crossover	110	110	104	109	103	114	108	108
41	12/4 St. Louis University	112	110	107	97	108	115	107	108
42	2/25 College Prep	110	104	109	113	108	102	109	108
43	4/13 Stix Basics	110	114	110	89	111	111	107	107
44	5/11 McKinley - Roosevelt Crossover	106	99	109	106	105	114	107	107
45	3/14 Wade	104	91	95	118	105	117	112	106
46	5/28 College Prep	104	104	106	104	108	106	107	106
47	5/24 Northwest - Soldan Crossover	113	106	104	103	101	108	103	105
48	6/22 Math Tips	98	106	100	109	105	111	104	105
49	4/23 Banneker: Central - Vashon Crossover	102	93	101	126	100	103	105	104
50	3/29 Cleveland - Southwest Crossover	102	101	113	104	101	103	102	104
51	2/26 Ames	106	106	104	103	97	103	101	103
52	3/26 Banneker: Central - Vashon Crossover	113	97	109	106	95	97	102	103
53	5/14 Special Ed.	107	104	101	99	101	102	100	102
54	6/21 Alternatives to Discipline	99	107	97	106	95	103	102	101
55	10/13 O'Fallon #2	115	106	100	101	100	88	96	101
56	2/15 College Prep	112	106	100	94	90	99	104	101
57	5/12 Cleveland - Southwest Crossover	96	102	101	92	97	100	103	99
58	4/14 Northwest - Soldan Crossover	102	96	91	103	92	100	104	98
59	4/30 Special Ed. Section B	99	101	104	85	95	105	99	98

Rank	Date/Workshop	Organi-zation	Objec-tives	Con-sultant	Ideas & Activ.	Scope	Benefit	Overall	Averages
60	4/16 Northwest - Soldan Crossover	104	94	103	94	89	99	101	98
61	4/23 Ethnic Heritage	102	94	94	97	94	94	98	96
62	11/23-12/22 Mallinckrodt	102	94	94	97	94	94	98	96
63	4/30 Northwest - Soldan Crossover	96	84	106	92	84	99	104	95
64	4/14 Field/Ford	104	96	100	91	87	99	83	94
65	5/7 Special Ed.	96	99	92	85	89	90	93	92
66	10/13 O'Fallon #3	101	97	94	79	87	91	94	92
67	4/19 Ames	94	97	87	85	89	90	98	92
68	1/8 Metro	82	83	100	79	86	102	95	90
69	2/9 College Prep	85	73	85	89	83	105	101	89
70	4/27 Miscellaneous	93	84	90	82	79	84	93	86
71	5/4 Cleveland - Southwest Crossover	88	84	87	79	76	93	96	86
72	10/25 Fordyce House Group B	86	76	88	84	81	93	95	86
73	3/15 Parent & Community Involvement	77	84	84	91	86	87	93	86
74	10/25 Fordyce House Group A	98	83	90	91	65	76	95	85
75	6/24 Teacher as a Counselor	91	73	78	87	83	88	88	84
76	10/13 O'Fallon #5	101	76	85	72	73	76	89	82
77	10/13 O'Fallon #6	78	75	81	77	75	78	86	79
78	10/13 O'Fallon #1	93	83	95	68	59	66	95	78
79	10/13 O'Fallon #7	104	71	97	68	70	60	79	78
80	5/4 McKinley - Roosevelt Crossover	78	83	80	70	70	78	87	78
81	3/15-3/17 Individualized Instruction	77	68	69	73	75	78	86	75
82	10/13 O'Fallon #8	83	44	64	51	39	49	69	57
	Mean	*107	104	*105	103	102	*106	*105	105

* significant at the p < .05 level.

standard, rather than raw, scores are reported. Raw scores are not reported because comparability across categories would be difficult since, for example, a raw score of 6.5 for one category does not necessarily imply the same quality as a raw score of 6.5 for the other categories. That is, a raw score of 6.5 on Organization might represent an average rating, but the same raw score on Ideas & Activities, might be well above average. By utilizing standard scores the raw scores are converted into comparable values such that, for example, a standard score of 100 for one category is directly comparable to a standard score of 100 for every other category. Similarly, a standard score of 105 is comparable across categories, and so forth.

With the type of standard score scale which is used in this report, the values are mathematically equated across all seven rating scales, such that a standard score of 100 always represents an average rating, and standard scores above and below 100 are correspondingly above and below average. Thus, knowing that the raw score for Organization was 6.50 and the raw score for Work of Presenter was 6.65 might imply that Organization was relatively lower than the Work of Presenter; but knowing that the standard score for both of these scales was 110 correctly implies that the ratings on both scales were above average to the same degree.

In relation to the national norm, the ratings tend to be above average. This outcome is best demonstrated in the graph of standard scores corresponding to mean ratings

given in Figure 1. In this graph, the heavy solid line running straight across the page represents the Standard Score of 100, which is the national norm. The dotted line which runs across the page represents the average standard scores of the ESAA workshops, referred to as the local norm. For each category, the local norm falls above the national norm.

Trends

Consideration of trends in the data can help guide the planning and implementation of future workshops. ESAA staff development workshops improved steadily throughout the year. On the average, from the first to the second semester of the school year, the workshop ratings increased by a standard score of 9. The most sizeable increases were observed for the categories "Ideas & Activities," "Scope", and "Benefit." These changes are displayed graphically in Figure 2 where the starred line depicts the local norms at the end of the first semester and the dotted line represents the local norms at the end of the school year.

Although general improvement in ratings is noted, the same relative pattern is observed at the end of the school year as mid-year. That is, "Organization" retains its place as the highest rated category, "Scope" still is rated the lowest, and values for the other five categories fall within the range delimited by these two categories.

The overall improvement in perceived quality most probably reflects the experience acquired throughout the school year.

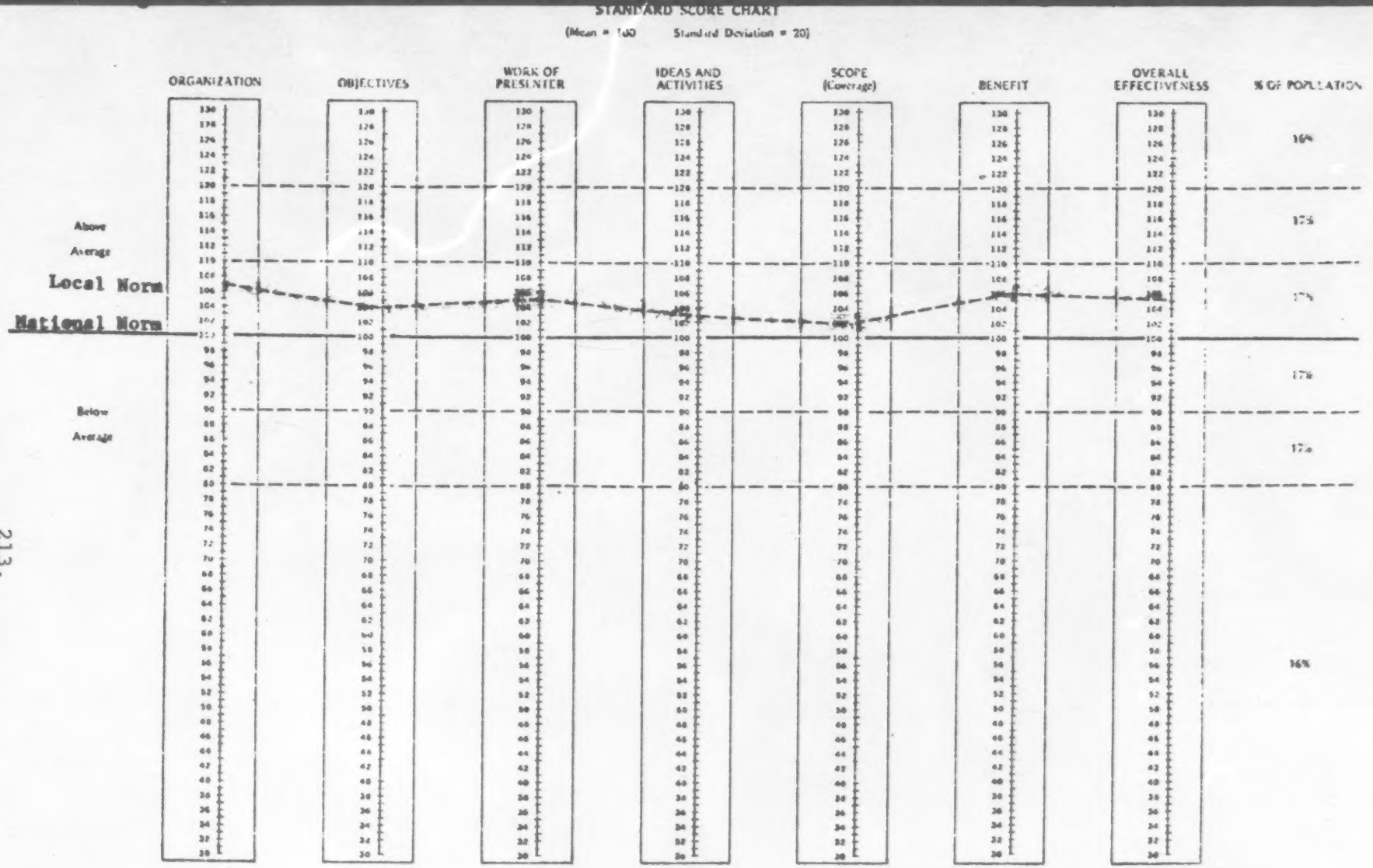

FIGURE 1. STANDARD SCORE CHART BASED ON LOCAL AVERAGES

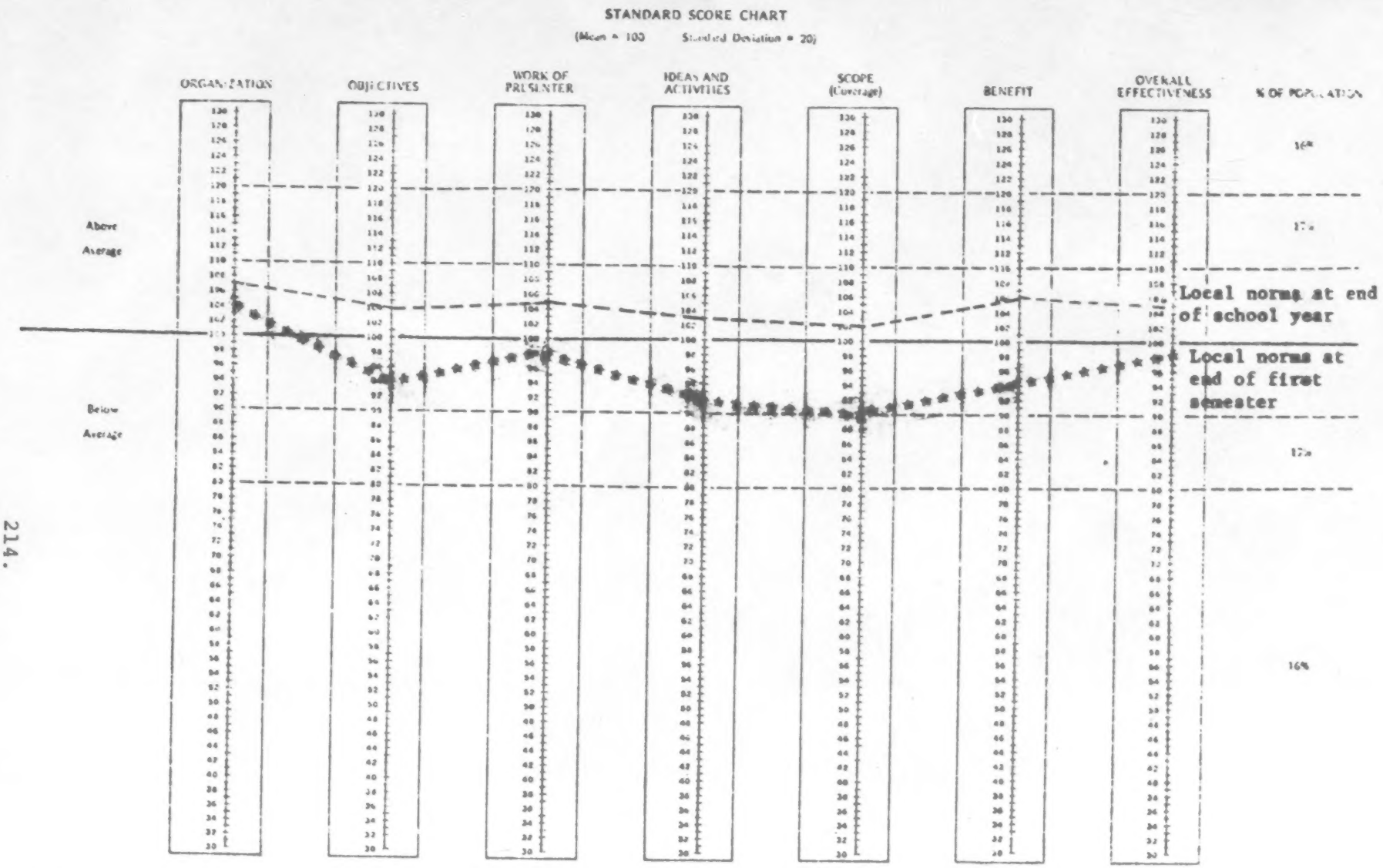

FIGURE 2. LOCAL NORMS: END OF FALL SEMESTER AND END OF SCHOOL YEAR

It seems likely that with time, staff needs are more clearly delineated, and workshops can be designed to respond with increased specificity to these needs. Furthermore, formats of highly successful workshops carried out early in the year could be followed later in the year, and consultants receiving good ratings in the fall could be selected to conduct workshops in the spring.

Although a clearly defined trend of improvement over time has been observed, the cause of this trend is not entirely clear. From the data which are available (including the actual ratings together with written comments made by workshop participants), it does appear that the primary factors separating high- from low-rated workshops are perceptions of how well the workshop meet both their prescribed objectives and the needs of the workshop participants.

Local Norms

A table for converting mean workshop ratings to quartile scores based on local norms is presented as Appendix B to this report. The quartile ranks give a much broader normative score than would standard scores or percentiles, but they are the most appropriate ones given the relatively small number of workshops on which the local norms are presently based. Being based on a small number of workshops, the local norms also are subject to modification as additional data become available. Interpretation of workshop ratings on the basis of these local norms should be regarded as only supplemental to interpretations in relation to the national norms. In the former case, comparisons

indicate how well a workshop was rated in relation to other workshops done in St. Louis; in the latter case, comparisons indicate how well a workshop was rated in relation to the expected ratings for workshops in general.

Comments

The comments made in response to the open-ended questions are valuable primarily in providing insight into what might have gone right or wrong with a particular workshop. As a source of frequently enlightening information, they thus have value to a workshop planner. As objective measures of workshop quality, written comments have limited value. Placement of responses into categories inevitably involves some arbitrary decisions, and it is never possible to extract meaning from a "No response." In most cases, the written comments of workshop participants have been consistent with the ratings. High-rated workshops do tend to receive more positive comments than do low-rated workshops.

In order to provide a general feeling for the content of comments, sample comments from the workshops have been selected and are presented in Table 2. The comments reproduced on the left-hand side of Table 2 were taken from the workshop receiving the highest overall rating of any given and those on the right were taken from the lowest rated workshop. The positive tone of the comments from the highest rated workshop is obvious. Equally obvious is the negative tone of the comments from the "low" workshop. Even though the difference between the

Table 2

Representative Comments from Highest and Lowest-rated Workshops

Workshop Receiving Highest Ratings	Workshop Receiving Lowest Ratings
The objectives and work of our consultant.	No idea as to purpose or reason for workshop.
The rapport and sincere manner of the presenter.	The topic was never clear.
Excellently prepared, executed, and warmly presented.	Speeches and music--no point or benefits.
The activities which caused the great interaction and closeness of our group. Our warm-ups.	Listening to the propaganda and wasting our time.
The coverage was very professional.	The build-up morale speeches (were weakest feature of workshop).
Practical things -- ready to use.	Small group sessions did not move effectively since topics were not well defined.
Learning to be more aware of myself. And then, how I could transfer this awareness to my children.	Did not accurately describe the actual situation of the magnet schools.
Our openness, one to another.	What did we accomplish except to rehash what has already been discussed.
Fostering a wonderful spirit among people, and creating the desire to go forth and spread the feelings to students and others.	The small group activity was spent rehashing and complaining about the lack of materials--not a thing constructive was forthcoming. A more profitable day could have been spent in the individual schools where teachers could have worked on possible solutions to common concerns.
An excellent workshop which really made us more aware of ourselves and of others in the group.	No concrete plans were presented to help solve our problems. We were only given encouraging talk. Talk is cheap--where is the actions.
I've experienced today a workshop like no other which I know will enhance my self-concept to such a great extent that I as a teacher will be more effective in relating to children and humanizing their education.	What have I heard or experienced today that will help me as a teacher?--NOTHING!
Organization -- thoroughness.	Nothing new came out of workshop per material wise. "Game Exercises" seem to be the case for these workshops, but are generally more entertaining than meaningful.
This strategy was on Feelings. We in the Magnet schools especially should know how to handle "Feelings".	

comments from the high and the low workshop are obvious in this instance, there still is no way of quantifying the difference. The value of the comments lies largely in their ability to clarify and explain the reasons for high or low ratings.

Conclusions and Recommendations

The rating data collected from the ESAA workshops are most valuable in the formative sense. Their use this year has, in fact, indicated to workshop planners the areas in which they should concentrate efforts to improve the quality of inservice activities. The information collected is summarized by category below.

(1) Organization - Participants perceived Organization as the strongest attribute of local workshops. Their ratings were located significantly (at the .05 level) above the national norm. Efforts to maintain high organizational quality should be encouraged since success in the other areas flows logically from a sound organizational base.

(2) Objectives - This area is rated above the national norms, howeve the difference is not significant. In order to upgrade the staff development workshops in general it is recommended the following procedures be implemented:

(a) During the planning stage, a small number (2 to 5) of desirable attitudinal and behavioral outcomes should be specified.

(b) These attitudes or outcomes should be developed into explicit objectives stating changes that

are to occur on the part of the participants as a function of their attendance at the workshop.

(c) The participants should be made cognizant of these objectives prior to attendance at the workshop. In this way individuals attending would have realistic expectations and be able to participate in workshops presenting fresh material, thereby maximizing productivity.

(3) Work of Presenter - Average ratings were significantly (at the .05 level) above the national norm. Ratings in this area should be used to identify consultants who consistently receive high or low ratings. Retention of consultants for future workshops should be based on these ratings.

(4) Ideas and Activities - Ratings for this area have increased substantially during the year. This change reflects a move away from lecture- and theoretically-oriented workshops to workshops with a practical orientation that incorporate broad involvement by and interaction among participants. This new approach is a constructive response to critical comments made during first semester workshops. This type of format should be encouraged for future workshops.

(5) Scope - This category received the lowest ratings of any area, although by the end of the school year the ratings surpassed the national norm. From participant comments indicating that workshop content is redundant, and from

many references to lack of time, it is likely that the scope is too broad in many instances. Therefore, the following steps for improvement are recommended:

(a) Determine the needs of workshop participants ahead of time. Needs assessment should include both an indication of areas in which participants need inservice and an indication of workshop activities in which they have previously participated.

(b) Narrow the focus of the workshops. This process should follow from the specification of objectives which is described above. The advantage of such a procedure is that it would facilitate more complete coverage in the short periods of time allotted for the workshops.

(6) Benefit - Ratings in this area were significantly higher (at the .05 level) than the national average. Benefit was the second-highest rated category locally; because this category taps perceptions of a workshop outcome, the ratings represent very positive feedback. Participant ratings of this category are undoubtedly linked to their perceptions of the categories of "Ideas and Activities", and "Scope". Improvement in the "Benefit" category will follow implementation of the recommendations for these other categories.

(7) Overall Effectiveness - Ratings in this area are essentially a global outcome measure. As such, it is not surprising

that they are determined in large part by the ratings of the other six areas. Overall Effectiveness was rated significantly (at the .05 level) above the national average and was perceived by local participants to be better than 59% of all workshops conducted nationally which contribute to the national norm. This response represents positive feedback and should lead to constructive changes resulting in even greater improvement in future staff development workshops. General recommendations which should lead to improvement in this area as well as the other areas are:

(a) Avoid bringing together groups from more than one school and/or program unless the workshop topic is very clearly and narrowly defined. Improvement of interpersonal communication skills may well be an important goal, but the participants will be much better served if this improvement takes place in the context of the people they work with every day.

(b) Restricting the size and the focus of the group will also help to keep the workshops themselves more appropriately defined.

In general, the data collected indicate that the ESAA workshops have been perceived as steadily improving to the point at which all categories have passed the national norm. With future refinements, based on this year's experience, continued increases can be anticipated in the degree of effectiveness of the staff development workshops.

APPENDIX A

ESAA STAFF DEVELOPMENT FEEDBACK FORM

ESAA STAFF DEVELOPMENT FEEDBACK FORM

Today's Date _____ Your Position _____

Campus/Building Assignment _____ Grade Level 1-3 _____

4-6 _____

7-8 _____

9-12 _____

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items.

EVALUATION CRITERIA

1. The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2. The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3. The work of the consultant(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4. The ideas and activities presented were:	Very Interesting 7	6	5	4	3	2	Dull 1
5. The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6. My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7. Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1
8. Do you feel a need for additional information about the topic?	1. Yes						2. No

OPTIONAL

The two strongest features of the workshop were: _____

_____

_____

_____

The two weakest features were: _____

_____

_____

_____

General Comments: _____

_____

_____

_____

_____

APPENDIX B

LOCAL NORM CONVERSION TABLE

APPENDIX B

RAW SCORE (MEAN RATING) TO QUARTILE CONVERSION TABLE

BASED ON LOCAL WORKSHOP NORMS

RAW SCORE	Org.	Obj.	Cons.	Ideas and Activities	Scope	Benefit	Overall
6.91-7.00	4	4	4	4	4	4	4
6.81-6.90	4	4	4	4	4	4	4
6.71-6.80	4	4	4	4	4	4	4
6.61-6.70	4	4	3	4	4	4	4
6.51-6.60	3	3	3	3	4	3	3
6.41-6.50	3	3	3	3	3	3	3
6.31-6.40	3	3	3	3	3	2	3
6.21-6.30	2	2	2	2	3	2	2
6.11-6.20	2	2	2	2	3	2	2
6.01-6.10	2	2	2	2	3	2	2
5.91-6.00	1	2	1	2	2	2	2
5.81-5.90	1	2	1	2	2	2	2
5.71-5.80	1	2	1	2	2	2	2
5.61-5.70	1	1	1	1	2	1	1
5.51-5.60	1	1	1	1	2	1	1
5.41-5.50	1	1	1	1	1	1	1
5.40 & Below	1	1	1	1	1	1	1

COMMUNITY INVOLVEMENT

COMMUNITY INVOLVEMENT

The primary purpose of this component was to increase involvement and interaction among the ESAA Advisory Committee, the St. Louis business, civic and educational community, parents and the St. Louis Board of Education.

The ESAA Advisory Committee formulated specific activities to increase involvement and interaction among the committee, the community, and the board as demonstrated by parents' responses on evaluation survey forms. (See page 197 - Parent Input Questionnaire; page 183 Magnet/Pilot Parent Survey). Parents through the ESAA Advisory Committee helped develop in cooperation with the ESAA Director and Community Involvement Coordinator a series of guidelines which defined the goals, objectives, internal organizational structure, operating procedures, and other functions and activities of the committee. Some of these functions and activities included identifying and assessing needs, informing and advising staff regarding community conditions, visiting ESAA school sites, reacting to proposals, and providing recreational activities within the context of non-school institutions. The ESAA Director provided opportunities for participation in planning by establishing the needed timelines and identifying critical points in time. Throughout the year the ESAA Advisory Committee reviewed the on-going methods of involvement and provided the Community Involvement Coordinator with their comments and recommendations.

Administrators in the Magnet/Pilot Schools provided many opportunities for parents to participate in the education of their children. Results of the Parent Input Questionnaire administered by the Division of Evaluation (see page 197 Table 1)indicated the degree to which parents took part in specific school activities. All parents of program participants were invited to the schools for evaluative conferences with teachers on Parent-Teacher Conference

days as specified and set aside by the St. Louis Board of Education in compliance with existing policy. Parents were consistently encouraged to visit the programs and also to join their children in classes. Parental feedback of information was always well received.

Student Advisory Committee (SAC's) were organized in the high schools. SAC's assisted the program staff by providing information relative to their perceptions of the program.

Magnet/Pilot Principals, Coordinators and Community Involvement Representative assisted the Community Involvement Coordinator in planning, writing a script, and producing a slide-tape presentation featuring all Magnet/Pilot Programs. This slide-tape was very useful in providing information about the Magnet/Pilot schools to parents and the general community. Facilitating the flow of information to the community, and between project components was a monthly newsletter containing school and community news. This newsletter was distributed throughout the St. Louis Public School system and the St. Louis community.

The staff of the Community Involvement through Public Affairs inservice meetings, solicitation and coordination of parent-community volunteers, monthly newsletters, monthly meetings with PAC's and SAC's, slide-tape presentations of Magnet Pilot Programs, workshops with parents, and parent feedback mechanisms (questionnaires) did increase the involvement of interaction among the ESAA Advisory Committee, the St. Louis business, civic and educational community, parents, and the St. Louis Board of Education.

In the opinion of the evaluator, this component should during the second year continue all first year activities. Also, it is recommended that the second-year evaluation make an assessment of the impact of community involvement in actual operation and development of the Magnet/Pilot Program.

LAW AND CONSUMER EDUCATION

LAW/CONSUMER EDUCATION PROJECT

INTRODUCTION:

The Law/Consumer Project (LCEP) serviced the elementary magnet schools--grades five through eight. There were five areas of the law covered in the program--consumer problems, legislative process, juvenile problems and law, court systems, and police. The program involved the coordinator and assistant coordinator working directly with the teachers in their classrooms, providing materials, team teaching, and assisting in any way that the teachers requested. Also involved in the program were law students, police officers, lawyers, consumer resource people, and other law-related personnel who assisted as an integral part of the particular curriculum being used.

In addition to instruction, field trips were used as a part of the curriculum. Students went on "ride-alongs" with the police, to the courthouses, both civil and criminal, to the juvenile detention facilities, and to the law schools as well as to Jefferson City to meet the Attorney General and visit various state government agencies.

PURPOSE

The purpose of the evaluation of the LCEP was to provide feedback to the LCEP coordinator which could be used to determined the effectiveness of the LCEP curriculum in meeting the instructional goals of the project.

PROCEDURE

The objectives of major importance for the LCEP were instructional in nature. An examination of available materials makes it clear that if reliable data on the effectiveness of the LCEP were to be secured, instruments which measured the instructional goals of the program would need to be developed. Because of limited resources, it was impossible to develop instruments to cover all five different components of LCEP. Therefore, two components (Consumer Law and Juvenile Law) were selected to be the areas in which instrument development would be concentrated.

A workshop on evaluation was given to eight persons (six teachers, the LCEP coordinator and assistant coordinator) who were experienced in the curriculum and were selected to assist in the instrument development. This committee of persons was trained in the mechanics and procedures of constructing goal-referenced tests. The committee was divided into two teams, one for each of the two components. Each team was given the task of selecting goals which they felt would be representative of the instructional outcomes of all schools which were using their component and to construct items which were valid measures of the selected goals.

RESULTS

Each team produced two trial tests which could be used to assess the selected instructional outcomes of their component. The trial tests were administered to a sample of the students who had received instruction in the two components of the LCEP. The tests results were item analyzed and statistically poor items have been eliminated or rewritten for additional testing. In addition to traditional item analyses, the items were also Rasch calibrated for difficulty, so that future tests and test results could be compared on a single metric or scale. The item analysis has also been used to produce pre-and post-tests for the coming school year.

CONCLUSION

Although no conclusive results about the effectiveness of the LCEP was obtained on its instructional goals for the present year, a firm base has been established for the assessment of the instructional goals in the two components. It is recommended that if data on all five of LCEP components is desired that similar developmental projects be initiated for the other three components. Since the workshop was rated 3rd highest of 83 workshops given ESAA personnel, it would appear that this type of format could be used as a pattern not only to develop instrumentation for the remaining three LCEP

components, but also to develop instrumentation to evaluate components of each magnet school in the city.

Cooperative Outdoor Education

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COOPERATIVE OUTDOOR EDUCATION PROGRAM (COEP)

Introduction

The aim of the Cooperative Outdoor Education Program (COEP) was to provide an opportunity for public and nonpublic schools to cooperate mutually to reduce racial isolation and increase interaction between members of different races. It was also designed to show how school experience could be applied outside the classroom.

Seventy-seven (77) third through sixth graders participated in the project. Fifty-nine (59) were from the PLAN magnet at Ames School, and eighteen (18) were from the New City School, a private school in the city of St. Louis. A total of thirty-seven (37) black and forty (40) white students participated.

The COEP was centered around a week long camping experience. In addition to the usual camping experience there were hiking, arts and crafts, general camp living, classes in science, social studies, and language arts.

Results

At the end of the COEP camp, each staff member was given a questionnaire which asked him/her to rate various aspects of the COEP. The results of the questionnaire are presented in Table I.

Four of the sixteen items (9, 10, 11, and 14B) pertained to either the reduction of racial isolation or increased racial interaction. The average of these four items (3.34) implies that the COEP was moderately to very successful in meeting its goals of reducing racial isolation and increasing racial interaction.

On the average, the students were perceived to be more enthusiastic than in other educational programs with which the staff had been associated.

Personal satisfaction was high, the curriculum was judged to be moderately to very successful, and half of the respondents felt that there was merit in the program for future use.

On the other hand, parent and staff involvement of the planning of the COEP was not viewed positively. In fact, one-half of the respondents stated that they had no involvement in the planning of the COEP.

In addition to the questionnaire which was administered to the staff, a short socio-metric instrument called "Friends I Would Like" (FIWL) was administered to the students on a pre and post basis. The FIWL was administered to the students to obtain an independent measure of the students' willingness to make cross racial choices as potential friends or non-friends (i.e., persons the student did not desire as friends). The instrument consists of twenty-two illustrations of children (eleven white, eleven black). The results are presented in Tables II and III.

An examination of the data shows that on the pretest black students tended to choose significantly more black children as potential friends than would be expected by chance. That is, blacks preferred blacks over whites as potential friends. There was no significant rejection by either race on the pre-test survey.

After COEP, on the post-test, neither black nor white students tended to accept or reject members of either race above that which could be attributed to chance.

Recommendations

It would appear from both the staff and student data that the Cooperative Outdoor Education Program may have merit in both reducing the racial isolation and increasing the social interaction of the different races who participated in the experience. It would appear that the curriculum was effective, but that more care should be given to the involvement of both parents and staff during the planning stages of the program.

TABLE 1

Responses on Staff Questionnaire

ITEMS IN RANK ORDER (From Most Positive To Least Positive Response)	WEIGHTED AVERAGE	MOST POSITIVE RESPONSE 4	3	2	MOST NEGATIVE RESPONSE 1	NO RESPONSE
1. Compared to students in other education programs with which you have been associated, students in COEP have been (Very Enthusiastic - Unenthusiastic)	3.50	50%	50%	0%	0%	0%
9. Did you observe interaction among children from different racial/ethnic backgrounds? (Extensive Interaction - No Interaction)	3.50	58	33	8	0	0
11. Do you feel the camp program emphasized values which contribute to a reduction in racial isolation? (Strong Emphasis - No Emphasis)	3.45	58	17	17	0	8
2. Your personal satisfaction derived from participation in COEP has been (High Degree of Satisfaction - No Satisfaction)	3.42	58	25	17	0	0
14-A. How successful do you believe the COEP was in teaching the proposed curriculum? (Very Successful - Unsuccessful)	3.33	50	33	17	0	0
14-B. How successful do you believe the COEP was in promoting the reduction of racial isolation among campers? (Very Successful - Unsuccessful)	3.33	50	33	17	0	0
13. Do you believe it would be beneficial to continue the COEP in future years? (Very Beneficial - No Benefit)	3.17	67	0	17	17	0
6. Was individual expertise of staff personnel utilized effectively? (Always - Never)	3.17	50	17	33	0	0

TABLE I (Contd.)

ITEMS IN RANK ORDER (From Most Positive To Least Positive Response)	WEIGHTED AVERAGE	MOST POSITIVE RESPONSE 4	3	2	MOST NEGATIVE RESPONSE 1	NO RESPONSE
10. Did you observe an increase in the frequency of interaction among children from different racial/ ethnic backgrounds by the end of the campout? (Increased Interaction - No Change)	3.09	42%	25%	17%	8%	8%
5. Were the necessary materials readily available for program activities? (Always - Never)	3.08	33	42	25	0	0
14-C. How successful do you believe COEP was in bringing together diverse segments of the urban community? (Very Successful - Unsuccessful)	3.08	33	50	8	8	0
4. How involved were you in the implementation phase of COEP? (Very Involved - Not Involved)	2.92	42	17	33	8	0
12. Did staff development provide a good basis for future outdoor experiences? (Strong Basis - No Basis)	2.91	50	8	8	25	8
3. How involved were you in the planning phase of COEP? (Very Involved - Not Involved)	2.17	25	17	8	50	0
7. Were the parents in the two school communities involved in the planning phase of COEP? (Very Involved - Not Involved)	2.14	0	25	17	17	42
8. Were the parents in the two school communities involved in the implementation phase of COEP? (Very Involved - Not Involved)	1.55	0	0	42	33	25

TABLE 2

Student Responses on Friends I Would Like

FRIENDS I WOULD LIKE - PRETEST

CHOICES PRESENTED AS PERCENTS

Positive Selections

Choices made by:	Race Chosen: Black	White		Black	White		Black	White
TOTAL BLACK STUDENTS*	65	35	New City Black	67	33	PLAN Black *	65	35
TOTAL WHITE STUDENTS	48	52	New City White	57	43	PLAN White	42	58

Negative Selections

	Black	White		Black	White		Black	White
Total Black	54	46	New City Black	55	42	PLAN Black	54	46
Total White	45	55	New City White	36	64	PLAN White	50	50

TABLE III

FRIENDS I WOULD LIKE - POST-TEST

Positive Selections

	Black	White		Black	White		Black	White
Total Black	58	42	New City Black	44	56	PLAN Black	59	41
Total White	46	54	New City White	46	54	PLAN White	47	53

Negative Selections

	Black	White		Black	White		Black	White
Total Black	49	51	New City Black	44	56	PLAN Black	50	50
Total White	40	60	New City White	38	62	PLAN White	42	58

*a significant difference exists at the .01 level.

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ETHNIC HERITAGE

Ethnic Heritage

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ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

PROGRAM DESCRIPTION

Purpose:

The Ethnic Heritage Studies program operated in all of the magnet elementary schools as an integral part of the curriculum. Overall the purpose of the program was to actively involve children in a way that would strengthen their ethnic identity, develop an awareness and empathy for ethnic identities of their peers, and develop an appreciation of the multi-cultural, multi-racial and multi-ethnic nature of American society in general, and St. Louis in particular.

Currently, a wide variety of efforts is being made by education systems throughout the United States to recognize and deal with the cultural and racial diversity of American society in the education of children. These efforts include curriculum development activity, teacher training programs and new teacher recruitment policies.

Ethnic heritage studies, as many of these efforts have been labeled, were seen as possibly powerful curriculum devices for overcoming the effects of racial isolation and contributing to the development of racial understanding. St. Louis decision-makers felt that an ethnic heritage curriculum, carefully selected, containing the conflicts and dilemmas of human conditions which inherently interest young people could greatly enhance the continuing efforts of the St. Louis Public Schools and the community to resolve issues of ethnic divisions and racism. Thus, it was projected that an ethnic heritage curriculum should have a natural attraction for children while creating and promoting interaction between teachers and students and among students in sensitive areas often unexplored in the classroom.

Based upon recommendations from school administrators, teachers, parents and community persons the Ethnic Heritage Studies Program was implemented as a curriculum component to all magnet elementary schools. It was expected that the multi-ethnic curriculum would have the following outcomes:

1. Students will develop congnitive skills in the areas of decision-making, values-inquiry, and conflict resolution;

2. Students will examine basic human needs and the diversity of human behavior and values from a variety of personal perspectives;

3. Teachers will clarify feelings about their own ethnicity and about the concepts of cultural pluralism;

4. Teachers will develop skills for more effective interpersonal communication with persons of diverse ethnic backgrounds;

5. Parents will serve as school resource persons, thus becoming more directly involved in the school and lessening the discontinuities between school and home.

Structure

The staff of the Ethnic Heritage Program consisted of a full-time Program Coordinator, one full-time Assistant Coordinator, and one full-time Clerk-typist, which were located in the central offices of the Elementary School Aid Act (ESAA) Project at 4144 Lindell, St. Louis, Missouri; they reported and disseminated information to the ESAA Director, Director of Curriculum, District Superintendents, and principals of each of the magnet elementary schools.

Process

Staff of the Ethnic Heritage Studies Program provided curriculum materials for teachers and students in grades kindergarten to eighth. At least one unit of study was taught at each grade level in each school during the first semester; another unit was taught in the second semester. The primary responsibility for the teaching of the curriculum units was the classroom teacher. Each member the staff made periodic non-participatory observation visits, acted as demonstration teacher wher requested. Individual and group debriefing teaching sessions were an integral part of the staffs' inservice effort.

Specific duties of the staff were: the Program Coordinator was responsible for administering all facets of the program, including administrative liaison responsibilities with the ESAA Director, the Director of Curriculum, the District Superintendents, principals and teachers. These administrative responsibilities encompassed the following specific duties: (a) payroll, (b) ordering forms, (c) correspondence, (d) reports, and (e) public relations.

In addition the Coordinator performed substantive curriculum and teacher training responsibilities. In the area of curriculum the Coordinator worked closely with the Curriculum Division, Assistant Coordinator and teachers in the selection of Ethnic Heritage Studies Curriculum Material for use in the classroom. The Coordinator made periodic non-participation observation visits, participated in debriefing sessions, planned and implemented needed inservice activities.

The Assistant Coordinator was directly responsible to the Project Coordinator and assisted in the administrative and liaison responsibilities whenever needed. The Assistant Coordinator had particular responsibility for selection and development of curriculum materials suitable for the Ethnic Heritage Studies Program objectives. Other responsibilities carried out by the Assistant Coordinator included non-participatory observation visits to classrooms, acting as a demonstration teacher, providing leadership in debriefing sessions and assisting in teacher training activities.

EVALUATION PROCEDURES

The evaluation of the Ethnic Heritage Studies Development Program is based on: (a) informal interviews with program staff and magnet school elementary teachers; (b) a thirty-item questionnaire on curriculum materials used in the Ethnic Heritage Program administered to a random sample of one-hundred fifty magnet elementary teachers.

RESULTS

In order to assess the teachers' perceptions of the Ethnic Heritage program's curriculum materials a thirty-item questionnaire was administered to one-hundred fifty magnet school elementary teachers. (See Appendix A-Summary)

Questions one and two were concerned with the instructional purpose and design as stated by the author or publisher; question three dealt with the physical quality and characteristics of the materials. Questions four through ten were concerned with the ethnic perspective of the material--that is, the treatment of specific racial and ethnic groups; questions eleven through fifteen deal with the Multi-ethnic perspective--that is, the manner in which the material could be used to teacher interrelationships in a society that values social, ethnic, and cultural pluralism; questions sixteen through twenty-four were concerned with evidence of biases that might have limited the usefulness of the material; questions twenty-five through thirty provided a general evaluation of the materials and a final recommendation by the teacher as to use of material in ethnic heritage studies. The results of responses to questionnaire items are summarized in the following paragraphs. Appendix B contains a summary of teacher remarks concerning the various questions.

In response to question number 1, (a through e) 76% of the teachers indicated that the material which they were using did appear to be relevant to the teaching of the ethnic heritage of one or more minority groups. Eighty-six percent (86%) of the respondents felt that the material was appropriate to one or more grade levels from kindergarten to grade eight in terms of vocabulary level; appropriate format and print. In terms of the non discriminatory content dealt with in question 3, seventy-nine percent (79%) felt that the authors avoided an reference that could be construed as grossly hostile, prejudiced, discriminatory, or adverse to any ethnic group.

In questions 4 through 10 which dealt with the ethnic perspective of the material being used Black and Native Americans received the greatest percentage of responses indicated that they were included, mentioned frequently and integrated into the material. Also, these groups received the highest percentages, indicating that they were shown as diversified and heterogeneous which

indicated that problems faced by Black and Native Americans were presented and/or discussed and that the material provided a fair and accurate portrayal of these groups.

Over 60% of responding teachers indicated in questions 11 through 14 that the material was useful in teaching interrelationships in a society that values social, ethnic and cultural pluralism. In question 15 a low 25% indicated that the United States was portrayed as having been developed by diverse groups in a pluralistic way, 14% indicated that it was not so portrayed and 61% said that the question did not apply to the material which they were using.

Responses to questions 16, 17 and 18 by the majority of responding teachers indicated that the ethnic heritage material used did not reflect any religious, sex or other apparent biases.

Teacher materials and student activities as indicated by the majority of the respondents were appropriate to teaching about different ethnic, cultural, or socio-economic groups.

The majority of teachers felt that questions 23, 24 and 27 dealing with evaluation techniques provided in the material for assessing students' prior knowledge or progress did not apply to their particular curriculum package.

Over half of the teachers responding to questions 25 and 26 felt that the material did appear to make use of the correct methods, scope, and sequence to achieve the instructional goals and objectives of the authors and that the suggested activities promoted a multi-ethnic, multi-cultural perspective.

Of the 150 teachers responding, 39% indicated that they recommended the use of the material, 4% said no, and 57% said the question was not applicable. Forty-six percent had no reservations about the materials, 14% had reservations, and 40% indicated that question 29 was not applicable. Question 30 called

for remarks which are summarized in Appendix B.

CONCLUSIONS

The following conclusions are based on the results of the Curriculum Materials for Ethnic Heritage Programs Questionnaire and informal interviews with program staff.

1. The Ethnic Heritage Studies Program implemented multi-ethnic curriculum in all Magnet elementary schools.
2. Students in the program were exposed to materials which were geared to developing effective interpersonal communication with persons of diverse ethnic backgrounds.
3. Ethnic Heritage Studies' curriculum involved students in decision-making, values inquiry, and conflict resolution.
4. Material provided to teachers in the Ethnic Heritage Program did appear to be relevant to the teaching of ethnic heritage of one or more minority groups.
5. Ethnic Studies curriculum materials and associated materials newly developed were disseminated and implemented in all the participating groups.
6. Ethnic Studies curriculum materials were integrated into existing academic programs at the elementary level with focus on roles and contributions of various ethnic groups in the growth and development of St. Louis, the United States, and foreign countries.
7. The staff of Ethnic Heritage provided inservice training for teachers in general ethnicity and in the use of Ethnic Studies curriculum in the classroom.
8. The effectiveness of the materials in terms of student progress could not be determined.

RECOMMENDATIONS

1. Increase efforts to provide teachers with practical methods and suggestions on how to incorporate Ethnic Studies into the existing curriculum.
2. Some means for assessing student progress in achieving objectives of Ethnic Heritage Studies should be developed and/or selected by Ethnic Heritage staff.
3. Inservice training for teachers in general ethnicity and use of ethnic studies curriculum in the classroom should be continued and increased.

APPENDIX A
SUMMARY - TEACHER QUESTIONNAIRE

APPENDIX A

SUMMARY - TEACHER QUESTIONNAIRE

CURRICULUM MATERIALS FOR ETHNIC HERITAGE PROGRAM

Explanations

Questions 1 - 2 are concerned with the instructional purpose and design as stated by the author or publisher and as indicated by the title page, preface, or introduction.

Question 3 is concerned with the physical quality and characteristics of the material.

Questions 4 - 10 deal with the ethnic perspective of the material; that is the treatment of specific racial and ethnic groups. The questions should be answered an the basis of a total impression of the material.

Questions 11 - 15 deal with the multiethnic perspective; that is the manner in which the material may be used to teach interrelationships in a society that values social, ethnic, and cultural pluralism. The questions should be answered on the basis of a total impression.

Questions 16 - 24 are concerned with evidence of biases that may limit the usefulness of the material; teacher materials and the extent of necessary teacher preparation, and techniques that may exist for assessing student progress in reaching instructional objectives.

Questions 25 - 30 are summary in nature. They provide for a general evaluation of the material and a final recommendation as to its use in ethnic heritage studies.

Curriculum Materials for Ethnic Heritage Program

The completed form is to be used in the process of decision making. Your input is of vital importance.

It is expected that the reviewer will examine the material itself whenever necessary to clarify a judgment and that the spaces for comments will be used whenever a yes or no answer requires qualification or extension.

1. Relevance (Check [✓] Yes or No):
   The item should appear relevant to the teaching of the ethnic heritage of one or more minority groups (e.g., Native Americans, Black Americans, Asian Americans, Mexican Americans, Spanish Americans, Portuguese Americans, Jewish Americans, and/or teaching about cultural diversity and pluralism in America.

	Yes	No	NR**
a. Does the content include a discussion of one or more minority groups within the United States?	89*	4	7
b. Are persons (or animals representing persons) of clearly different ethnicity protrayed in close, beneficial interpersonal relationships (e.g., as husband and wife, as friends, as work partners)?	68	18	14
c. Are characteristics portrayed in a way likely to counteract stereotyping (e.g., dark skin color shown as desirable, poor people shown as worthy and contributing)?	68	14	18

*Numbers represent percentage of those responding.
**NR = Not responding.

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	Yes	No	
d. Does the content portray clearly the advantages of diversity among individuals or groups?	82	7	11
e. Is there other specific evidence of appropriateness to ethnic heritage education? If so, specify under "Remarks."	54	10	36

2. Appropriateness (Check [✓] Yes or No):
The item should be appropriate to one or more grade levels from kindergarten through grade eight.

	Yes	No	
a. Is the vocabulary level appropriate for the intended grade level(s)?	89	4	7
b. Is size of print and format appropriate for the intended grade level(s)?	82	7	11

3. Nondiscriminatory content (Check [✓] Yes or No):
The author(s) should avoid any reference that may be construed as grossly hostile, prejudiced, discriminatory, or adverse to any ethnic group.

	Yes	No	
a. Do pictures or illustrations protray members of a minority group in nondemeaning ways (unless a mitigating explanation is given: e.g., slaves presented as human, not faceless and subservient)?	75	14	11
b. Does the textual matter avoid negative allusions to minority persons (including demeaning terms) without mitigating explanation?	82	4	14

Remarks:

Instructional Purpose and Design:

1. Describe the general content and format of the material:

2. What is the instructional purpose of the work (e.g., to improve communication skill, to facilitate understanding of diverse groups, and so forth) as stated by the author or publisher?

Physical Characteristics of the Material:

3. Describe in detail the quality of the physical characteristics of the material (e.g., paper, binding, print, pictures, or illustrations, recordings, labeling, manageability of parts, auxiliary materials needed but not supplied, and so forth):

Ethnic Perspective (Use spaces to check /-7 or comment)	Native American		Black American		Asian American		Mexican American		Spanish American		Portuguese American		Jewish American	
	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR
4. Are these racial ethnic groups included in the material?	50	50	68	32	36	64	50	50	43	57	25	75	25	75
5. Are these groups mentioned frequently and integrated into the material?	39	61	46	54	21	79	29	71	21	79	11	89	11	89
6. Are these groups shown as diversified and heterogeneous, with individuals portrayed in diverse life situations and occupations?	32	68	39	61	18	82	25	75	14	86	11	89	4	96
7. Are group members portrayed in a negative, patronizing or stereotyped manner? Cite examples	18	82	21	79	4	96	11	89	11	89	4	96	7	93
8. Are the contributions of these groups to society presented or discussed?	36	64	43	57	14	86	21	79	21	79	7	93	11	89

Ethnic (Use spaces to check /-7 or comment)	Native American		Black American		Asian American		Mexican American		Spanish American		Portu-guese American		Jewish American	
	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR
9. Are the problems faced by these groups presented or discussed?	36	64	46	54	7	93	11	89	11	89	7	93	7	93
10. Does the material provide a fair and accurate portrayal of these groups?	32	63	50	50	18	82	25	75	21	79	18	82	11	89

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Multiethnic Perspective (Check /~/ and comment):

	Yes	No	N/A*
11. Are opportunities provided for students to examine in depth the values, beliefs, points of view, and/or experiences of one or more ethnic groups?	61	7	32
12. Is the student encouraged to develop and examine his/her own opinions and values regarding ethnic diversity?	68	7	25
13. Does the material foster appreciation of ethnic and cultural diversity as a positive value?	68	4	28
14. Does the treatment of ethnic groups show them as participating in the mainstream of culture?	68	7	25

*N/A=Not applicable

	Yes	No	N/A
15. Is the United States portrayed as having been developed by diverse groups in a pluralistic way?	25	14	61

Biases in the Material (Check [✓] and comment):

	Yes	No	N/A
16. Does the material reflect any religious bias?	7	61	32
17. Does the material reflect any sex bias?	14	46	40
18. Are any other biases apparent that would make the material less useful (e.g., sectional, occupational, socioeconomic, role stereotypes, or physical stereotypes)?	14	39	47

Teach Materials (Check [✓] and comment):

	Yes	No	N/A
19. Does the teacher's guide or lesson plan help the teacher clarify the material for the student (If deficiencies exist in the student material does the teacher material make up for such defects)?	43	11	46
20. Are the activities to the material and the suggested student population? (Would they also be appropriate to differing ethnic cultural, or socio-economic groups)?	54		46

Teacher Preparation (Check [✓] and comment):

	Yes	No	N/A
21. Before this material is used for the first time, would the teacher have to spend a long time preparing for use (How long would special training be needed)?	32	25	43

	Yes	No	N/A
22. Would using the material on a day to day basis require much preparation time by the teacher? (How much)?	57	4	39

Evaluation technique (Check [✓] and comment):	Yes	No	N/A
23. Does the material provide any method of assessing the student(s) prior knowledge?	36	21	43
24. Does the material provide any method of assessing the progress made by the student or his/her current knowledge? (Do these evaluation techniques cover only the basic subject matter, only his/her concept of ethnic heritage, or both)?	32	18	50

Summary (Check [✓] and comment):	Yes	No	N/A
25. Does the material appear to make use of the correct methods, scope, and sequence to achieve the instructional goals and objectives of the author?	61		39

	Yes	No	N/A
26. Do the suggested activities promote a multiethnic, multicultural perspective?	57	7	36
27. Do the evaluation techniques appear to be sufficient? (Do they measure the degree to which the student has mastered the goals and objectives of the material)?	29	21	50

Final Recommendation (Check [✓] and comment):	Yes	No	N/A
28. Do you recommend the use of material? If so, for what instructional purpose?	39	4	57
29. Do you have reservations about the use of this material? If so please explain.	14	46	40

	Yes	No	N/A
*30. Please justify your final recommendation (You may wish to do so by comparing this material with other materials on the same theme.)			

*See Appendix B.

APPENDIX B

SUMMARY OF REMARKS

APPENDIX B

SUMMARY OF

REMARKS TO QUESTIONNAIRE ITEMS

Instructional Purpose and Design:

1. Describe the general content and format of the material:

Comments

Lesson plans including objectives, materials and procedures were given.

Short essays on ethnic groups. Craft directions for ethnic craft.

Clear, understandable and very adaptable to all cultures.

Good content and format.

Interesting life stories followed by job descriptions.

To learn more about ourselves - how to better understand children we are teaching.

"Colors of Man"; kit and booklets - coloring pictures of different races.

I used the curriculum guide - very useful ideas - able to adapt to all classes.

Duplicated books - "You, Me and Ethnic Heritage - Tree 1 and 2"; "Teacher and Integration", "Understanding You and Them", Social Studies Guide, Primary (Grade 2).

"Teaching Strategies for Ethnic Studies. Dates of important historical events are numerically listed for several ethnic and racial groups. The importance of the dates are explained.

2. What is the instructional purpose of the work (e.g., to improve communication skill, to facilitate understanding of diverse groups, and so forth) as stated by the author or publisher?

Comments

To improve communication between groups for more understanding and to increase awareness of other cultures.

To minimize pupils' reactions to disappointment and frustrations.

To facilitate understanding of diverse groups.

To facilitate understanding of and appreciation for contributions of different ethnic and racial groups to U.S.A. civilization.

To facilitate understanding and appreciation of various cultural heritage groups. Increase self-image in our culture. Assist teachers to integrate black studies into curriculum. Avoid stereotyping, labeling; to acquaint with contributions of blacks; to improve self-

image of black children and understanding of white children so that a mutual respect can grow and develop; to acquaint all children with heritage of Africa and its contributions to world culture; to help children understand how important people are to one another; to give background information, references, sources of material, etc.; to improve understanding and awareness; to improve communication skills; to recognize the contributions black leaders have made; to encourage the pursuit of freedom and individual choice; to understand their respective culture as compared to others; to facilitate understanding that all people are alike, yet different; to improve reading comprehension and communication skills in black heritage.

Physical Characteristics of the Material:

3. Describe in detail the quality of the physical characteristics of the material (e.g., paper, binding, print, pictures, or illustrations, recordings, labeling, manageability of parts, auxiliary materials needed but not supplied, and so forth):

Comments:

Paper - handouts; packet of mimeograph activities.

The quality of materials on the whole were good.

Material is not easily adaptable to low primary grades, printing is often light. Reproducing would entail a lot of work.

Very concise, easily read and understood.

Bound books with pictures.

Good physical characteristics.

Teachers very often supply additional material such as pictures.

Blue binder books for teachers' guide.

Paper-bound duplicated material, some materials in Primary Curriculum Guided for Social Studies.

All printed material is easily read. The size of the print is adequate.

Satisfactory.

The film "This Far By Faith", okay. Paper groupings without binding.

Some of the handouts were in need of clarity due to copying. A supply of pictures and/or tapes would be helpful.

Multi-ethnic Perspective:

11. Are opportunities provided for students to examine in-depth the values, beliefs, points of view, and/or experiences of one or more ethnic groups?

Comments:

Yes, but not in-depth.

Materials brought in by teacher to expand on curriculum.

Black Americans more than any other.

Many group discussions, small and large, provided opportunities for students to explore and become aware of likenesses and differences.

Filmstrips that were provided by Ethnic Heritage Staff were very useful.

Teacher Preparation:

21. Teacher would need to take a good look at the materials and activities and check to see where suggested materials can be located.

Sometimes.

Teacher needs to prepare in advance for lesson, not a long time except for special projects.

Not necessarily a long time but time for preparation would be necessary.

A system-wide training program would be of value in teaching the material more effectively.

22. Would using the material on a day-to-day basis require much preparation time by the teacher? (How much?)

Comments:

No more than usual.

Approximately half an hour.

Approximately fifteen minutes.

It really depends on how much time you want to spend on the material and how far you go into it.

28. Do you recommend the use of material? If so, for what instructional purpose?

Library reading.

Good reference source. Emphasizes importance of Black struggles.

Multi-ethnic purposes, American history and geography.

To help the children learn about all cultures and races and to meet the needs of children from all races and cultures.

Yes, for teachers' guidance.

Showing major contributions of many ethnic groups to American culture; history.

Supplement to social studies.

Recommendations:

30. Please justify your final recommendation (You may wish to do so by comparing this material with other materials on the same theme.)

My recommendations are very high for this material; however, I would like to see more about the American Indian, Mexican American Chicanos,etc.

There was not sufficient time given to fill out this questionnaire in-depth. We should in the future be given more than one day to fill out something this extensive.

Pleasing to me. Ideas in guide, good.

With young children a self-identity must first be established before an understanding of others may be fostered.

I used "Colors of Man" - I thought this was excellent. I am anxious to have visitors input that we signed up for earlier black studies in my room. I would like to see an on-going ethnic program. That people of different races actually visit us, talk with children, explain and answer questions, bring in articles, food, crafts, etc. Thanks for all material sent.

Need more time to make use of materials received!

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SECTION IV

SUMMARY
AND
RECOMMENDATIONS

Summary Assessment

The purpose of this section of the report is to present an overall assessment of the status of the ESAA program at the end of its first year operation. Given the amount and the variety of data it would be possible to draw any number of implications from the results. Throughout this report, every attempt has been made to present the data in an objective and neutral fashion.

At this point a certain amount of professional judgement is necessary in order to select and organize the major implications of the data. There will, of course, be other specific implications to arise from full discussion of the data with parents, teachers, administrators, and school board members who are involved with the program. For the present purposes, however, a general summary will be given around three major topics: Program Implementation, Educational Outcomes, and Social Outcomes.

Program Implementation

Without question, all components of the ESAA project encountered serious and continuing obstacles to implementation. This observation was borne out by survey data collected from staff and parents, as well as from direct observation of the program by the evaluators. Although the transportation

of students to and from school was most clearly identified as a severe problem area, severe problems also existed with respect to obtaining the general and the specialized material and supplies needed for the programs. To cite just a few examples:

> At the Visual and Performing Arts High School, musical instruments ordered for the program did not start arriving until the beginning of the second semester; even during the last month of the school year (May), buses frequently delivered students as much as 30 minutes after classes were scheduled to start.
>
> Microscopes ordered for the Investigative Learning Center at Stix school were not received until May.
>
> Specialized curriculum materials which comprised the core of the PLAN program at Ames school was not received until December.

Other examples abound. Given the late notification and receipt of funds which occurred last year, some problems of this sort are understandable. However, the extreme and prolonged nature of the difficulties appeared to go beyond the limits of normal problems encountered by first-year programs.

Certainly, the staff of the program demonstrated an ability to persevere in the face of apparently insurmountable obstacles with considerable implementation of programs taking place. The critical question that remains for the second year of the program is that, given late funding again, and given the opening of a new magnet high school, and the move of several other magnets to new quarters, have

enough administrative problems been resolved that the problems of the first year will not recur?

Educational Outcomes

A national study of ESAA programs funded by tne U.S. Office of Education and recently completed by System Development Corporation has indicated that, when positive effects on student achievement occur, in such programs, they do not show up until the third year of the program. This study is cited here to provide some perspective for assessing data which were collected during the first project year.

With respect to the St. Louis program there are at least two major implications: (1) at some point in time, positive effects on student achievement should be expected; (2) an expectation of immediate and dramatic effects may be unrealistic.

Given that it is difficult (though certainly not impossible) for a program to demonstrate a positive effect on achievement, the positive finding observed on 6th grade Reading achievement and for Academies of Basic Instruction #2 & #3 would appear to represent unusual accomplishments. By the same token, the negative effects for third and fourth grades, and for the Visual and Performing Arts Center and the PLAN program at Ames school raise serious questions about the academic aspects of the program. All of these areas certainly need more attention during the second year of

the program.

Evaluation of the Magnet School Programs especially suffered from a lack of sufficient resources to measure student achievement in the more specialized areas in which the different programs are concentrating. There is a strong need to expand efforts in this direction during the second and third year of the project. The maintenance of achievement in basic skills, however, is still a necessary requisite to quality education and an area that continues to merit investigation.

Social Outcomes

The general trend of the data collected with respect to social relationships within the magnet schools is positive. Students in the magnet schools consistently responded more positively than did students in integrated comparison schools on measures of satisfaction, and perception of relationships between and among students, teachers, and administrators.

Where differences between magnet and control students existed on the sociometric indices of cross-racial choice patterns, they favored the magnet students. Although the data do not support the conclusion that the Magnet Programs in any way caused these differences, they do indicate that the social climate in the magnet schools was more positive than it was in the comparison schools. Of some concern, however, is the observation that students of both races tended to choose members of their own race about twice as often as they chose members of the other race.

Recommendations

The following summarized recommendations are based on the findings and conclusions from the various data sources.

1. Transportation needs vast improvement.
2. The following schools need leadership improvement: ALCE, MSHS, and VPAC.
3. High ratings on staff development workshops indicate that they should be continued.
4. Organizational climate needs to be improved at ALCE.
5. There should be increased efforts to provide teachers with practical methods and suggestions on how to incorporate ethnic studies into the existing curriculum.
6. Some means for assessing student progress in achieving objectives of Ethnic Heritage studies should be developed and/or selected by the ethnic heritage staff.
7. Inservice training for teachers in general ethnicity and use of ethnic studies in the classroom should be continued.
8. Involvement and interaction of magnet parents should continue to be a top priority item in the magnet/pilot program.
9. Based on parents' perceptions, the magnet concept should be continued and improved as a viable educational alternative.
10. The community involvement component during the second-year should continue all first-year activities.
11. Second-year evaluation should include an assessment of the impact of community involvement on the operation and development of the Magnet/Pilot Program
12. Streamline and/or find ways to cut corners in supply and equipment procural processes.
13. Consider expansion of elementary programs now.
14. There is a need to emphasize a positive approach to developing relationships across racial lines. Although friendship can't be forced, teachers can structure situations in which black and white students can interact on an equal basis, thus enhancing the opportunities for positive interaction.

15. Administrators need to examine the way that they interact with black students to alleviate the possibility that they may be perceived as unfair.

16. More emphasis needs to be placed on math at the elementary level, especially third and fourth grades.

17. More efforts need to put into basic instruction at VPAC.

18. The first priority at Ames needs to be placed on achieving full implementation of PLAN as designed.

19. The administration at PLAN needs to constructively work with the parents to bring about more positive parent perceptions of the school.